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AUTHOR Chu, Harold S.
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ABSTRACT

MORE (Minimal Objectives for Reading Essentials) in English and Korean is organized by levels for the purpose of diagnostic testing and instruction for limited English proficient Korean students in bilingual and/or English as a second language classrooms. This program suggests that the development of English reading skills by limited English proficient students should be based on children's first language in terms of transferability of reading skills in the areas of auditory/visual discimination, phoneme/grapheme correspondence, structural analysis, vocabulary, and literal and interpretive comprehension. The Inventory at each level has 15 objectives (17 for grade 1 and 16 for grade 2 in Korean). Each objective has five test items. Administration and scoring of the Inventory is the responsibility of the classroom teachers. It is also the teacher's responsibility to maintain the individual and class Profile Sheets. The results of this diagnostic Inventory should be used for identifying a student's skill need, for determining remediation programs, and for organizing skill grouping. (Author/BW)

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TESTING INSTRUMENTS FOR READING SKILLS: ENGLISH AND KOREAN

(GRADES ONE TO THREE)

TM 810 476

By

Harold S. Chu

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Bilingual Education Project
GEORGE MASON UNIVERSITY
Fairfax, Virginia

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BILINGUAL EDUCATION PROJECT
CENTER FOR BILINGUAL/MULTICULTURAL TEACHER PREPARATION
DEPARTMENT OF EDUCATION
GEORGE MASON UNIVERSITY
4400 UNIVERSITY DRIVE
FAIRFAX, VIRGINIA 22030

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This book is written as a part of the activities of the Virginia State Department of Education in coordinating and providing technical assistance to Bilingual Education Programs by developing English and Korean minimal objectives for reading essentials for grades one through three.

Prior to preparing this book, I found that materials for English and Korean comparison in language arts, reading and assessment for the purpose of diagnostic testing and instruction had not been fully developed to meet the needs of Korean speaking students with limited English proficiency in bilingual and/or English as a Second Language classrooms. Therefore I undertook the preparation of Korean minimal objectives for reading essentials based on the existing English objectives known as MORE (Minimal Objectives for Reading Essentials) which has been used by the Arlington Public Schools since 1975.

In the course of writing this book, I have benefited from the encouragement, assistance, and cooperation of Mr. Ron Saunders, Director of the Bilingual Education Project, Arlington Public Schools and Mr. David E. Cox, Supervisor of Foreign Languages, ESL, and Bilingual Education, Virginia Department of Education. My gratitude goes to Dr. Y.K. Kim-Renaud, then principal of The Korean School of Virginia, and Mrs. Kumi Choe, Korean Resource Specialist, who worked together in finalizing the materials. I would also like to recognize the help of Mrs. Eleanor Sumption and the Korean YM/WCA of the Washington area for their assistance in the preparation of the final draft.

Harold S. Chu

Fairfax, Virginia
March, 1981

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Part I: Introduction

I. INTRODUCTION

MORE (Minimal Objectives for Reading Essentials) in English and Korean is organized by levels for the purpose of diagnostic testing and instruction for limited English proficient Korean students in bilingual and/or English as a Second Language classrooms. This does not mean that a student should be limited to working on any objective at a particular level - the student should progress through the sequence as he/she is able. This diagnostic program is minimal, not developmental.

This program suggests that the development of English reading skills by limited English proficient students should be based on childrens' first language in terms of transferability of reading skills in the areas of auditory/visual discrimination, phoneme/grapheme correspondence, structural analysis, vocabulary, literal and interpretive comprehension.

1. Transferring Reading Skills

Research related to reading instruction in bilingual education has basically centered on the initial language, the child's first language, to be used. From a theoretical perspective, learning to read in one's home language will be easier than learning to read a second language, particularly an unfamiliar one. The learner brings to the task of learning to read his/her native language a syntactic and semantic knowledge of the language which makes it possible to predict the meaning of the written form.

Three major assumptions have dominated curricular suggestion in bilingual literacy programs. One common assumption guiding the instruction has been that before children can learn to read, they must have oral proficiency in the language to be used. This suggests that children should be taught either to read in their native language or that before bilingual children are introduced to English reading, they must have oral command of English. Teaching English as a Second Language should definitely begin with oral language development and therefore, before bilingual children can learn to read English, they must be able to understand and speak it effectively. If the child uses his/her native language at home, reading should be taught in that language. And intensive oral language training in the second language is recommended before teaching reading in that language.

A second assumption about reading instruction in a language other then English, particularly Korean, is that since it has regular grapheme-phoneme correspondence, it is easier for the child to learn to read initially in the native language by introducing the relationship between sound and letters using phonics as the basic focus. This view grows from the implicit belief that literacy in alphabetically written language is mainly learning the letter-sound or phoneme-grapheme relationships. Neither Chinese nor Japanese has correspondence on a phoneme-grapheme level to the spelling system of the language. However, people can tolerate a great deal of orthographic complexity in reading because syntactic and semantic factors minimize the dependency on the orthography.

Spelling English is complex but that has little to do with the difficulty of reading it. The greater "regularity" in correspondence between sound and spelling in other languages does not make them easier to learn to read. Reading problems are not unique to reading English.

A third assumption is related to the sound, the decoding fallacy. It is based on an unexamined view of the reading process. Few writers of bilingual reading programs address themselves to how the reading process works except in responding to print with speech; this process is mislabeled "decoding." This idea is linked with the second assumption to conclude that the degree of regularity of the relationship between sounds and letters will determine the way literacy is acquired.

Many methods in the teaching of literacy in English include ingenious and complex devices to show the underlying system in a written language that is intricate and often times irregular. The Korean writing system, on the other hand, has relatively uncomplicated phoneme-grapheme correspondence with few irregularities. The implication for reading instruction and bilingual education is that many of the methodologies employed to teach literacy in English do not apply to the teaching of that skill in Korean.

Some languages are easier to learn to read than others. The greater the phonetic correspondence between the written symbol and the sounds, the easier the language is to decode and consequently to read. Decoding skills are easier to learn in Spanish and Navajo because the Spanish and Navajo written codes are phonetically consistent with the oral language. There is not research evidence to support the idea that a language with a more regular orthography is easier to learn to read, Nor is there any research evidence to support the more general assumption that one language is easier to learn to read than another, that the reading process is different in different languages, or that different methods are more appropriate for teaching literacy in one language rather than another.

For practical purposes and on the above assumptions this book gives minimal objectives for reading essentials in English and Korean for the purpose of diagnostic testing and instruciton in bilingual education at the primary level (Grades 1-3).

2. Issues on Transferring Reading Skills

The building of English reading skills upon a child's previously developed skills in Korean depends on the contrastive analysis of linguistic differences between the Korean language and English. These differences should be part of each bilingual education teacher's theoretical background in order that they be practically applied to the classroom to test transferability of reading skills. Such contrastive analysis should be relevant specifically to English as a Second Language in the sense that it focusses on such contrasts as might pose problems specifically for the Korean child learning reading skills in English as a Second Language. As such, it leaves out of account such contrasts as might constitute problem areas for native speakers of English learning Korean as a foreign or second language. In this sense an anlaysis should be uni-directional, not bi-directional. Placing of these children into Korean reading classes in order that they first acquire reading skills in their stronger language, is the most significant goal of bilingual education. In this sense, bilingual education is a form of individualized instruction because it gives the teacher an opportunity to capitalize on student strengths. Teachers should identify and use each child's learning strengths to eliminate educational deficits. In this sense, a more dominant language is a learning strength or instructional tool.

The process of integrating cognitive skill development with language acquisition is less difficult than it may appear. Utilizing a cognitively-based approach or a teacher-made approach, will result in the implementation of a transferability model that is more sound and more successful because the children will be acquiring reading skills and transferring skills from their cognitively stronger language. Children with stronger cognitive abilities or proficiencies in Korean and those to whom we refer in the definition of bilingual education, provision of dominant language instruction to non and limited English proficient students. Therefore, the stronger language should be identified in order to answer the basic question, "who are the children to be served by bilingual education?" In this way we may link the accurate identification and selection of target students with the structuring of programs that include a skill oriented model for transferring reading skills from Korean to English.

One of the most important aspects of bilingual education, for development of reading skills in dominant language and then in English, is the degree to which English as a Second Language (ESL) program is a key to the eventual academic success of non or limited English proficient students. If ESL is conducted in a coordinated effort with the bilingual classroom teacher, the transferring of reading skills from Korean into English will be an enhanced process. A comprehensive ESL component of a bilingual education program should promote an easier transferability of developmental reading skills by introducing English vocabulary words which can be used to promote the transferability of phonics skills from Korean to English. An ESL component should also develop the traditionally addressed oral language communication skills in English and reinforce conceptually based content area instruction after it is first provided in Korean particularly at the lower grade levels.

If an ESL component provides this aid to transferability and can also be planned in a way which enables it to reinforce developmental concepts as they are introduced in Korean, particularly at the primary level, the ESL component will then also promote the transferring of applied cognitive skills from Korean into English.

The bilingual teachers should determine the degree to which a reading skills transferability problem is caused by language or reading circumstances. They should also understand the psycholinguistics of reading and be aware of the notions attached to reading as a language process and language as a communication process. The bilingual teacher working with transferability must understand reading as a visual and perceptual task, thinking as well as reading as personal, emotional and social communication.

If bilingual children are to participate in reading transferability activities which capitalize on their earliest congitive development in Korean, and are appropriate to their individual needs, primary level bilingual classroom teachers must be reading specialists to a certain degree. They must have a comprehensive understanding of reading and the degree to which a child's English reading difficulties are due to reading and/or language deficits. If a teacher is aware of other signs associated with primary reading difficulties (e.g. inappropriate posture, difficulty with manipulations, lack of ability to organize details, etc.) he/she will realize the problem is one of reading rather than language and will provide remedies in Korean to allow the transference into English to come from strength rather than weakness.

The children are affected by the language rules of their native language and tend to transpose many of the language rules and concepts into the English language. A bilingual teacher working closely with an ESL component, can capitalize on the structural differences of the two languages and utilize them as instructional tools rather than linguistic interferences. If bilingual teachers become more aware of the degree to which these contrasts interfere with a smooth transition, they can use the differences in their teaching rather than respond to the differences as hurdles. With awareness of the contrastive analysis between the two languages in a program, teachers will fully understand reasons for errors in oral English, confusion in English silent reading, techniques for making a more accurate transition into English speaking and hierarchies with which to present students an understanding of the language differences.

3. Phonological Contrasts

We will discuss phonological comparison between English and Korean, especially as they relate to (1) individual sounds (or phonemes), (2) sounds (or phonemes) in sequence, and (3) stress and intonation. We need to attach the following expository notes. Firstly, we will use the superscript h to indicate that the sound in question is aspirated (e.g. p^h, t^h, k^h, ch^h). Secondly, we will use a fortis 'glottalized' consonant (e.g. pp, tt, kk, chch). Thirdly, we will use a plain consonant symbol to indicate that the (obstruent) consonant is an unaspirated lenis variety (e.g. p,t,k,ch). Fourthly, we will use 'ae' to indicate the vowel in question is roughly equivalent to the English vowel as in 'bad' or 'bag.'

3.1 Individual Sounds

3.1.1 Voiceless vs. Voiced Obstruents. The English consonants, except for nasals and liquids, are called obstruents. The English obstruents come in pairs, where each pair consists of a voiceless obstruent and its vowel counterpart. Thus English has such pairs as p/b, t/d, k/g, ch/j, s/z, etc.

On the other hand, Korean does not have corresponding obstruent pairs. Instead, Korean has triads or triplets of voiceless obstruents, where each triplet consists of a lenis (soft) voiceless obstruent, its aspirated counterpart, and its fortis (hard) 'glottalized' counterpart. Thus Korean has such triplets as $p/p^h/pp$, $t/t^h/tt$, $k/k^h/kk$, and $ch/ch^h/chch$. The only exception here is the pair s/ss, where there is no aspirated version of the obstruent in question.

We may say that the lenis obstruent in Korean is the closest to the voiced obstruent in English while the aspirated obstruent in Korean is the closest to the voiceless obstruent in English. As an example, let us consider the triplet $p/p^h/pp$ in Korean and the pair p/b in English. Here the Korean p is the closest to the English b while the Korean p^h is the closest to the English p.

As a result, Korean learners often use lenis obstruents in Korean from voiced obstruents in English. Also they often use aspirated obstruents in Korean for voiceless obstruents in English. Thus they often make mistakes by saying 'tik' for 'dig,' 'tok' for 'dog,' 'kot' for 'god,' and so on.

Korean learners tend to automatically transfer aspirated Korean obstruents for voiceless English obstruents. We may note that the English p, t, and k are typically aspirated immediately before a stressed vowel while they are not or very weakly aspirated elsewhere. They are typically unaspirated immediately after 's' as in 'star,' 'spin,' or 'skin.' This being the situation, the main problem for Korean learners lies in their tendency to aspirate all voiceless stops in English regardless of their position. Thus they often make mistakes by aspirating their t's, p's, and k's even where they should not be aspirated, for example, even after 's' as in 'speak,' 'steam,' and 'skate.'

3.1.2. 'p' vs. 'f' English has the 'p/f' distinction while Korean does not. As a consequence, Korean learners often have difficulty in hearing the difference between these two English sounds. Thus they often find it hard to discriminate between 'pine' and 'fine,' 'pile' and 'file,' 'leap' and 'leaf,' 'pat' and 'fat,' 'lap' and 'laugh,' 'cup' and 'cuff,' and so on.

Since Korean does not have 'f' and since 'p^h' happens to be the closest thing that Korean has to the English 'f,' Korean learners often use the Korean p^h for the English f. Thus they often say 'pine' for 'fine,' 'pile' for 'file,' 'pound' for 'found,' 'pour' for 'four,' 'pin' for 'fin,' 'pan' for 'fan,' 'leap' for 'leaf,' 'pat' for 'fat,' 'lap' for 'laugh,' 'cup' for 'cuff,' 'opt' for 'oft,' and so on.

Since they often transfer p^h for the English p also, the p/f contrast is often lost entirely in their English.

3.1.3. 'b' vs 'v' English has the b/v distinction while Korean does not. As a result, Korean learners often have difficulty in hearing the difference between these two English sounds. Thus they often find it hard to discriminate between 'ban' and 'van,' 'bow' and 'vow,' 'bat' and 'vat,' 'bet and 'vet,' 'curb' and 'curve,' 'robe' and 'rove,' and so on.

Since Korean does not have 'b' and since 'p' is the closest thing Korean has to the English b, Korean learners often use the Korean p for the English b. Thus they often say 'pan' for 'ban,' 'pack' for 'back,' 'prick' for 'brick.' 'cap' for 'cab,' 'cup' for 'cub,' and so on.

Since Korean learners often use the Korean p for both b and v in English, the b/v contrast is often lost in their English.

3.1.4 's' vs. 'z' English has the s/z distinction while Korean does not. However, Korean learners do not seem to have difficulty hearing the difference between the two sounds probably because one is distinctly voiced while the other is distinctly voiceless.

Since Korean does not have 'z,' since the Korean s is pre-empted for the English s, and since 'ch' is the closest thing left to 'z,' Korean learners often transfer the Korean ch for the English z. As a result, they often say 'chipper' for 'zipper,' 'chest' for 'zest,' 'chew' for 'zoo,' and so on.

Note here that the Korean ch is often transferred for the English j, too. The result is that Korean learners often make no distinction between 'z' and 'j' in English. In other words, the z/j contrast is often lost in their English.

3.1.5 'l' vs. 'r' English has the l/r contrast while Korean does not. The result is that Korean learners often have difficulty in hearing the difference between these two English sounds. Thus they often find it difficult to discriminate 'light' from 'right,' 'load' from 'road,' 'lead' from 'read,' 'lid' from 'rid,' 'led' from 'red,' 'low' from 'row,' 'lay' from 'ray,' 'cloud' from 'crowd,' and so on.

Since Korean has one sound that is at the same time similar to the English l and r, Korean learners often transfer this in-between sound for both l and r in English. The result is that the l/r distinction is often lost or mixed up in their English.

3.1.6 'th' The English th, either voiced or voiceless, is non-existent in Korean. As such, it is often difficult for Korean learners to learn to use.

Since 's' is the closest thing Korean has to the English voiceless th, Korean learners often use the Korean s for the voiceless English th. Thus they often make mistakes by saying 'sin' for 'thin,' 'sing' for 'thing,' 'sree' for 'three,' 'srow' for 'throw,' 'sief' for 'thief,' and so on.

It is interesting that they also often have difficulty in hearing the difference between 's' and the voiceless 'th' in English. Thus they often find it hard to tell 'sick' from 'thick,' 'sin' from 'thin,' 'sigh' from 'thigh,' and so on.

Since 't' is the closest thing Korean has to the voiced English th, Korean learners often use their t for the voiced English th. Thus they often make mistakes by saying 'tis' for 'this,' 'ten' for 'then,' 'tem for 'them,' 'tat' for 'that,' 'tey' for 'they,' and so on.

It is interesting that they also often find it hard to hear the difference between the voiced th and d, which they often identify with the Korean t. Thus they often have difficulty in discriminating between 'den' and 'then,' 'does' and 'thus,' and so on.

3.1.7 Short vs. Long 'i' The contrast between the short and long i is lost in some dialects of Korean and is fast disappearing in most dialects of Korean. On the other hand, the contrast between the long and short i is fairly 'productive' in English, as is attested to by such word pairs as 'beat/bit,' 'heat/hit,' 'seat/sit,' 'eat/it,' 'lead/lid,' 'heed/hid,' and so on.

Korean learners, in whose dialects of Korean the contrast between the long and short i is lost, find it difficult to hear the difference between the two varieties of i in English. They also find it hard to produce the two varieties of i in English correctly.

Thus they often find it hard to hear the difference between 'beat' and 'bit,' 'heat' and 'hit,' 'reach' and 'rich,' and so on. They also find it hard to correctly pronounce 'beat' as opposed to 'bit,' 'eat' as opposed to 'it,' 'read' as opposed to 'rid,' and so on.

3.1.8 Short vs. Long 'u' Like the distinction between the long and short i, the distinction between the long and short u is lost in most dialects of Korean. On the other hand, this distinction is 'alive and well' in English.

As a result, Korean learners often have difficulty in hearing the difference between the short and long u in English. Thus they often find it hard to tell 'Luke' from 'look.' They also often fail to productively discriminate between the long and short u. Thus in their pronounciation of English, no difference is discernible between 'Luke' and 'look,' for example.

3.1.9 /e/ vs. /ae/ The contrast between 'e' (as in 'met') and 'ae' (as in 'mat') is lost in many of the dialects spoken in South Korea today. Thus Korean learners often find it difficult to hear the difference between these two sounds in English. They also find it hard to productively discriminate between these two sounds when they speak English.

Thus they often have difficulty in telling 'bed' from 'bad,' 'set' from 'sat,' 'peck' from 'pack,' 'bet' from 'bat,' 'pet' from 'pat,' and so on.

3.1.10 Open and Closed 'o' English makes the distinction between the opened and closed 'o' (i.e. between 'o' as in 'bought' and 'o' as in 'boat'). No comparable distinction is found in Korean. Thus Korean learners often find it hard to hear the difference between the two vowels or to productively discriminate between the two vowels. In other words, they often find it difficult to discriminate, both productively and receptively, between 'coat' and 'caught,' 'boat' and 'bought,' and so on.

3.2 Sound in Sequence

3.2.1 Consonant Clusters English abounds in consonant clusters. On the other hand, Korean allows only a few consonant clusters. Korean allows no word-initial consonant clusters while it allows a limited number of clusters word-medially and word-finally. Of the allowed clusters, those that occur word-finally appear to be on the way out.

The Korean learners often have difficulty with English consonant clusters, especially when they occur word-initially or word-finally. When they produce a consonant cluster, they often insert a barred i (or ɨ) between the consonants in the cluster. In other words, they tend to use the barred i to 'de-cluster' the cluster. Thus they often say 'sɨtay' for'stay,' 'sɨtɨrike' for 'strike,' 'misɨt' for 'mist,' and so on.

Note here that this insertion of ɨ here is only natural. This is because the standard (=canonical) syllable in Korean takes the form of (C) V (C) and because the least salient vowel in Korean is ɨ. Note that (C) V (C) here means that a standard Korean syllable consists of an optional initial consonant, an obligatory vowel, and an optional final consonant.

Thus we may say that Korean learners often restructure the English consonant clusters in such a way as to make them conform to standard Korean syllable structure by using the least salient Korean vowel.

3.2.2 'n' + 'l' Sequence In Korean, 'n' becomes 'l' when it is followed immediately by an 'l.' Korean learners often transfer this to English. Thus they often mispronounce 'only' as 'olly,' 'manly' as 'mally,' 'keenly' as 'kelly,' and so on. Recall that the Korean l is similar to both l and r in English. This may explain why Korean learners often mispronounce the English 'n + r' sequence as something like 'l + l,' i.e. why they often mispronounce 'Henry' as 'Helly,' 'weaponry' as 'weapolly,' 'green robe' as 'greel lobe,' 'cotton robe' as'cottol lobe,' and so on.

3.2.3 'p/t/k' + 'm/n' Sequence In Korean, $p/p^h/pp$, $t/t^h/tt$, and $k/k^h/kk$ become m, n, and respectively, when they are followed immediately by m or n. Korean learners often transfer this nasalization rule to English. Thus they often mispronounce 'Kick Mary' as "King Mary,' 'Take me with you' as 'Tayng me with you,' 'Hug me' as 'Hung me,' 'I dig music' as 'I ding music,' 'Beat Mary' as 'Bean Mary,' 'I cut myself' as 'I cun myself,' 'He hit me' as 'He hin me,' 'He bade me go' as 'He bane me go,' 'Keep me company' as 'Keem me company,' 'Deep mines' as 'Deem mines,' 'Don't rub my hair' as 'Don't rum my hair,' 'Rob Mike' as 'Rom Mike,' and so on.

3.2.4 'm/ŋ' + 'l' Sequence In Korean, l becomes n when it immediately follows either m or ŋ. We may recall that the Korean l is similar to both the English l and the English r. Korean learners often apply this nasalization rule when they speak English. Thus they often mispronounce 'Hamlet' as 'Hamnet,' 'kingly' as 'kingny,''home run' as 'home nun,' 'long run' as 'long nun,' 'King Lear' as 'King Near,' 'the same lady' as 'the same nady,' and so on.

Sometimes l becomes n immediately after n, that is, in Korean. Thus Korean learners often transfer this to English, which is shown in their mispronounciation of 'only' as 'onny,' 'queenly' as 'queenny,' 'Henry' as 'Henny,' 'weaponry' as 'weaponny,' and so on.

3.2.5 'n' Insertion In Korean, 'n' is often inserted between two words if the first word ends in $p/p^h/pp$. $t/t^h/tt$, $k/k^h/kk$, m, n, or ŋ and if the second word begins with i or y. Korean learners often transfer this rule on n-insertion when they speak English. Thus they often mispronounce 'Keep your fingers crossed' as 'Keem nyour fingers crossed,' 'Kick your dog' as 'King nyour dog,' 'Get your gun' as 'Gen nyour gun,' 'Sing your song' as 'Sing nyour song,' 'I have become your friend' as 'I have become nyour friend,' and so on.

3.2.6 'n/s' + 'i' Sequence In Korean, n and s become palatalized when they are followed immediately by i. In other words, when followed by i, s becomes 'sh,' as in 'shy,' while n becomes the kind of n that we have in the second syllable of such English words as 'onion,' 'canyon,' 'Bunyan,' etc.

Korean learners often transfer this rule of palatalization when they speak English. Thus they often mispronounce 'sin' as 'shin,' 'sit' as 'shit,' 'sick' as 'shick,' 'sip' as 'ship,' 'animal' as 'an̄imal,' 'many' as 'man̄y,' 'any' as 'an̄y', and so on. The symbol n̄ designates that palatized n such as that we find in the second syllable of 'onion.'

3.2.7 'w' + 'u' Sequence The English sequence 'wu,' as in 'woman' or 'would,' does not exist in Korean. The simple u without the preceding w is the closest thing Korean has to the English sequence in question. Thus Korean learners often transfer this simple u for the English sequence wu. As a result, they often mispronounce 'woman' as 'uman' or 'ooman,' 'would' as 'ud' or 'ood,' 'wool' as 'ul' or 'ool,' 'woo' as 'u' or 'oo,' and so on.

Since Korean does not have the wu/u distinction of English, Korean learners often find it hard to hear the difference between wu and u in English. Thus they often have difficulty in telling 'woos' from 'ooze,' 'swoon' from 'soon,' and so on.

3.2.8 'y' + 'i' Sequence The English sequence 'yi' as in 'yeast' or 'yield,' does not exist in Korean. The simple i without the preceding y is the closest thing Korean has to the English yi. Thus Korean learners often transfer this simple i for the English yi. As a result, they often mispronounce 'yeast' as 'east,' 'yield' as 'eeld,' 'ye' as 'ee,' and so on.

Since Korean does not have the yi/i distinction of English, Korean learners often have difficulty in hearing the difference between yi and i. Thus they have trouble telling 'yeast' from 'east.' for example.

3.3 Stress and Intonation

3.3.1 Stress English is a stress-timed language in the sense that the time an English utterance takes depends upon the number of stressed syllables in the utterance in question. Thus the following expressions, despite differences in length, take about the same amount of time to utter.

a. It's Bob.

b. It's Elizabeth.

c. It's Pennsylvania.

d. It's North Carolina.

On the other hand, Korean is a syllable-timed language in the sense that the time that a Korean utterance takes is determined by the number of syllables in the utterance in question. In this respect, Korean is very much like Japanese, Spanish, or Portugese. Thus the following Korean utterances take different amounts of time to utter because they contain different numbers of syllables.

e.	Kaja	'Let's go.'
f.	ppallikaja	'Let's go early.'
g.	ppallichibɨrokaja	'Let's go home early.'
h.	ppalliposiĉonɨrokaja	'Let's go to Boston early.'

Note that every syllable in a syllable-timed language is about evenly stressed while only certain syllables are stressed in a stress-timed language. Thus certain syllables in a stress-timed language are unstressed or very weakly stressed.

A consequence of Korean being a syllable-timed language is that Korean learners often transfer their syllable-timing habit to English. Thus they often assign even stress to every syllable in an English utterance. This gives rise to the singsong-style English often spoken by Korean learners.

3.3.2 Stressed vs. Unstressed Vowels in English In English, stressed vowels are quite clearly and prominently enunciated while unstressed vowels are blurred or very faintly pronounced. Unstressed vowels in English are typically reduced to the barred i (i.e. ɨ) or schwa.

In contrast, there is no distinction in Korean between stressed and unstressed vowels because every vowel in an utterance receives about the same amount of stress. As a consequence, every vowel in a Korean utterance is uttered rather clearly and prominently.

Because of this native-language background, Korean learners often fail to blur or reduce the barred i or schwa, an unstressed vowel when they speak English.

3.3.3 Intonation Probably because of syllable timing, i.e. because of the fact that every syllable is evenly stressed, Korean intonation is 'monotonous.' In normal speech, there is little or no noteworthy rise and fall in pitch in the middle of a Korean utterance. The only significant rise and fall in pitch comes at the very end of an utterance. The general rule is that the voice rises at the end of a yes/no question, while it falls at the end of a sentence of a different type.

Because of this native-language background, Korean learners often use a monotonous or singsong intonation when they speak English. This kind of monotonous intonation may jar on the ears of native speakers of English.

4. Lexical Contrasts

The lexicon is the most idiosyncratic part of any language. It also comprises more constituent elements than does any other linguistic level. For reasons such as these, languages may be expected to display more contrasts on the lexical level than on any other level. In fact, there are so many lexical contrasts between any two languages that it is extremely difficult or next to impossible to study them exhaustively. Thus the list of lexical contrasts to be given below is bound to be highly fragmentary.

4.1 Korean Words with More than One English Equivalent

4.1.1 /məkta/ vs. 'eat,' 'drink,' and 'smoke' The Korean verb /məkta/ is ordinarily used in the sense of 'eat.' However, many Koreans use this verb in the sense of 'drink' or even in the sense of 'smoke.' For these Koreans, it is perfectly natural to say such things as /kophilɨl + məkta/ 'to eat coffee' or /tampelɨl + məkta/ 'to eat a cigarette.'

This may help explain why many Korean learners produce such un-English verb phrases as 'eat wine,' 'eat water,' 'eat juice,' 'eat a coke,' 'eat a cigar,' 'eat a cigarette,' 'eat marijuana,' and so on.

4.1.2 /hopak/ vs. 'pumpkin,' 'squash,' and 'zucchini' The Korean noun /hopak/ has three English equivalents as shown above. In the light of this, it may not be so surprising that Korean learners often find it hard to distinguish among the three English equivalents.

'Pumpkin' is 'the most common of the three equivalents here.' Thus most Korean learners learn this word before they do the other two words and associate it with the Korean /hopak/. Until and unless they learn the other two words, they are bound to use 'pumpkin' to refer to a squash or zucchini. This should help explain why many Korean learners refer to a squash or a zucchini as a pumpkin.

4.1.3 /ch^{h}a/ vs. 'car,' 'station wagon,' 'sedan,' 'pick up,' 'van,' and "truck.' The Korean noun /ch^{h}a/ has many English equivalents as shown here. Thus Korean learners often find it difficult to distinguish among the many English equivalents of their /ch^{h}a/.

'Car' is the most common of the English equivalents of /ch^{h}a/. Thus Korean learners tend to learn this equivalent before they do the rest of the equivalents, and get to associate it with the Korean /ch^{h}a/. The result is that, until and unless they learn to use the other equivalents here, they are likely to use 'car' to refer to all of the many equivalents of /chʰa/. This should explain why Korean learners often refer to all sorts of vehicles as simply a car.

4.1.4 /tɨtta/ vs. 'hear' and 'listen.' The Korean verb /tɨtta/ has two English equivalents as shown here. Thus Korean learners often have difficulty in discriminating between the two English equivalents of /tɨtta/.

'Hear' is the more common of the two words here so that Korean learners tend to learn it before they do the other word and associate it with the Korean /tɨtta/. Thus until and unless they learn the other word, they are likely to use 'hear' for 'hear' as well as for 'listen.' This should explain why Korean learners tend to say 'I hear the recorded message' and 'I listened to the recorded message' interchangeably, for example.

4.1.5 /pota/ vs. 'see' and 'look' The Korean verb/pota/ has two English equivalents as shown here. Thus Korean learners often have difficulty in using the two English equivalents here with a proper sense of discrimination.

'See' being the more common of the two equivalents of /pota/, it is likely that Korean learners learn this word before they do the other word and associate it with the Korean /pota/. Thus until and unless they learn to use 'look' as well, they are likely to use 'see' for both 'see' as well as for 'look.' This should explain why Korean learners are sometimes heard to say 'You saw her' when what they really want to say is 'You looked at her,' for example.

4.1.6 /chʰachta/ vs. 'find' and 'look for' The Korean verb /chʰachta/ has two English equivalents as shown here. Thus Korean learners often have difficulty in discriminating between the two English equivalents in question.

'Find' is the more common of the two words here so that Korean learners tend to learn it before they do the other word and associate it with the Korean /chʰachta/. Thus until and unless they learn to use 'look for' as well, they are likely to use 'find' for both 'find' and 'look for.' This should explain why Korean learners sometimes say 'They found John' when what they really mean to say is 'They looked for John,' for example.

4.1.7 /ppalli/ vs. 'early' and 'quickly' The Korean adverb /ppalli/ has two English equivalents as shown here. Thus Korean learners often find it hard to discriminate between the two English equivalents. This should explain why they often use 'early' for 'quickly/fast' and vice versa.

4.1.8 /ttuita/vs. 'jump,' 'skip,' 'hop,' and 'leap' The Korean verb /ttuita/ has many equivalents as shown here. Thus Korean learners often have difficulty in discriminating between the various English equivalents of /ttuita/.

Since 'jump,' is the most common of the English equivalents here, Korean learners are likely to learn it before they do the other equivalents and associate it with the Korean /ttuita/. Thus until and unless they learn the other equivalents as well, they are likely to use 'jump' for the other equivalents as well. This should explain the tendency among Korean learners to use 'jump' for all the English equivalents of /ttuita/.

4.2 English Words with More than One Korean Equivalent

4.2.1 'put on' vs. /ip̚ta/, /sinta/, /kkita/, /ssɨta/, /ch^{h}ata/ The English verb 'put on' or 'wear' (as in 'Put on your coat' or 'Wear your shoes') has five Korean equivalents as shown here. In Korean, which of the five verbs is chosen depends on the referent of the object noun that follows the verb. Korean learners must get used to the fact that English uses one and only one verb 'put on' (or 'wear') regardless of the referent of the object noun that follows the verb in question.

4.2.2 'wash' vs. /ppalta/,/ssissta/, and /takkta/ The English verb 'wash' has three Korean equivalents as shown here. Which of the three Korean equivalents is used depends on the referent of the object noun that follows the verb.

Korean learners must get accustomed to the fact that English uses one and only one verb regardless of the referent of the object noun in question.

4.2.3 'wall' vs. /tam/ and /piək/ The English noun 'wall' has two Korean equivalents as shown here. /piək/ refers to the wall of a room or a hall while /tam/ refers to a different type of wall. Korean learners must get used to the fact that English does not make this distinction between different types of walls.

4.2.4 'brother' vs. /toŋsaŋ/ and /hiəŋ / The English word 'brother' has two Korean equivalents as shown here. /toŋsaeŋ/ is used to refer to a younger brother while /hiəŋ/ is used to refer to an elder brother. Korean learners must get used to the fact that English does not make this distinction lexically although it does make the distinction phrasally, i.e. 'younger brother' vs. 'elder brother.'

4.2.5 'brother-in-law' vs. /ch^{h}ənam/, /toŋsə/, /maehiəŋ/, /maeche/, /hiəŋpu/, and /chenaŋ/ The English word 'brother-in'law' has many Korean equivalents as shown here. /ch^{h}ənam/ refers to one's wife's brother; /toŋsə/ refers to one's wife's sister's husband; /maehiəŋ/ refers to one's elder sister's husband, where one is male; /maeche/ refers to one's younger sister's husband, where one is male; /hiəŋpu/ refers to one's elder sister's husband, where one is female; /chenaŋ/ refers to one's younger sister's husband, where one is female.

Korean learners must get used to the fact that English does not make this kind of distinction at all at least lexically. Every other 'in-law' word in English has more than one equivalent in Korean. In that sense, every other 'in-law' word poses a potential learning problem for Korean learners.

4.3 Korean Words with Polysemic English Equivalents

Here we will be dealing with instances, where one Korean word has an English equivalent with more than one meaning, only one of which is the same as the meaning of the Korean word in question.

4.3.1 /saŋcha/ vs. 'box' The Korean word /saŋcha/ has the meaning of a box as a container. On the other hand, the English word 'box' may mean not only a container but also a theater compartment, an embarrassing or perplexing situation, or the like.

Korean learners tend to find it easier to learn to use the English 'box' in its sense as a container than in its other senses. The reason for this may be that (1) the sense of 'box' as a container is the closest to the meaning of the Korean /sa cha/ and (2) this sense of 'box' is the most common of its many senses.

4.3.2 /paŋ/ vs. 'room' The Korean word /paŋ/ has the meaning of a room as in 'This is my bedroom.' On the other hand, the English word 'room' means not only a room as part of a house but also room as scope or space (as in 'There is room for improvement').

Korean learners tend to find it easier to use 'room' in its sense as a part of a house than to its other senses. The reason for this may be that (1) this sense of 'room' is closest to the meaning of the Korean /paŋ/ and (2) this is the commonest sense of 'room.'

4.3.3 /son/ vs. 'hand' The Korean word /son/ has the meaning of a hand as the part of the human arm beyond the wrist. On the other hand, the English word 'hand' means not just the part of the human arm beyond the wrist but also a pointer on the dial of a watch, a person who does something, or the like.

Korean learners tend to find it easier to use 'hand' in the sense of the part of the human arm beyond the wrist than in its other senses. The reason for this may be that (1) this sense is closest to the meaning of the Korean word /son/ and (2) this sense is the most common of the many senses of 'hand.'

4.3.4 /hakkio/ vs. 'school' The Korean word /hakkio/ has the meaning of a school as a place of learning. On the other hand, the English word 'school' refers not just to a place of learning but also a group of fish, a group of scholars who follow a certain leader, or the like.

Korean learners tend to find it easier to use 'school' in the sense of a place of learning than in its other senses. The reason for this may be that (1) this sense is the closest to the meaning of the Korean word /hakkio/ and (2) this sense is the most common of the many senses of 'school.'

5. Syntactic Contrasts

5.1 Expletive 'It' and 'There'

The English language frequently uses the so-called expletives 'It' and 'There' while Korean does not. Thus Korean learners tend to find it rather difficult to learn to use expressions that contain one of the expletives. Thus they have difficulty in learning to use such expressions as the following:

a. I like it here.

b. It was cold last winter.

c. It is important that I pass this test.

d. It is kind of you to come.

e. He made it clear that he would come.

f. It's cold enough for there to be ice on the window.

g. There was not a single book in his room.

5.2 'Yes/No' to Negative Questions

In response to English negative questions such as 'are you not hungry?' we say NO when we want to answer it in the negative while we say YES when we want to answer it in the affirmative. On the other hand, in response to negative questions in Korea, we say YES when we want to answer it in the negative while we say NO when we want to answer it in the affirmative. That is, YES in Korean means 'No, I am not hungry,' and NO means 'Yes, I am hungry.'

Yes and No are used to mean 'What you've said is correct' and 'What you've said is incorrect.' So if you state a question in a negative way, the Korean answer turns out to be opposite of English YES and NO, which affirm or deny the FACT rather than the STATEMENT of the facts.

Let us take the Korean question/ankassɨpnikka/ 'Did you not go?' as an example. A Korean will say /ye ankassɨpnita/ 'Yes, I did not go' if he wants to answer the question negatively; he will say /anio kassɨpnita/ 'No, I went' if he wants to answer the same question affirmatively.

Korean learners often transfer this Korean habit of responding to negative questions when they speak English. Thus they often use YES and NO the wrong way when they answer negative questions in English. For example, the negative question 'Didn't you do it?' is likely to elicit either 'Yes (, I didn't do it)' or 'No (, I did it).'

5.3. The Construction 'Verb + Adjectival Complement' or 'Verb + Object + Adjectival Complement.'

Many English verbs take adjectival complements. Among such verbs are 'feel' (as in 'I feel happy'), 'appear' (as in 'She appears (to be) happy'), 'seem' (as in 'She seems (to be) happy'), 'look' (as in 'She looks happy'), 'smell' (as in 'It smells good'), 'sound' (as in 'It sounds good'), and 'taste' (as in 'It tastes good').

Many English verbs take an object followed by an adjectival complement. Among such verbs are 'consider' (as in 'I consider him (to be) great'), 'think' (as in 'I think him (to be) good'), 'regard' (as in 'I regard him as good'), 'make' (as in 'I make them bigger'), 'render' (as in 'This will render him powerless'), etc.

With such verbs as we have mentioned above, Korean also uses complements. However, Korean uses 'adverbial' complements, rather than adjectival complements. Thus 'I feel happy' would come out in Korean as something like 'I feel happily.'

This should explain why Korean learners often make mistakes by using adverbial (instead of adjectival) complements for the English verbs of the kind we have been discussing here. For illustration, let us consider the following sentences.

a. It tastes nice.

b. It smells nice.

c. It looks nice.

d. It sounds nice.

e. It appears (to be) nice.

f. It seems (to be) nice.

g. Make him happy.

h. Render him powerless.

i. It causes me to be happy.

j. I regard him as honest.

k. I consider him (to be) honest.

l. I deem it important.

Korean learners often render these sentences wrongly as follows.

a'. It tastes nicely.

b'. It smells nicely.

c'. It looks nicely.

d'. It sounds nicely.

e'. It appears nicely.

f'. It seems nicely.

g'. Make him happily.

h'. Render him powerlessly.

i'. It causes me to be happily.

j'. I regard him as honestly.

k'. I consider him honestly.

l'. I deem it importantly.

5.4 Countable vs. Uncountable Nouns

English makes the distinction between countable and uncountable nouns. On the other hand, Korean does not make a similar distinction. Grammatically, every Korean noun may be used as a countable noun.

This may help explain why Korean learners often have trouble using uncountable nouns or making the required distinction between countable and uncountable nouns in English. This may also help explain why Korean learners often countize uncountable English nouns such as 'news,' 'information,' 'evidence, 'testimony,' and 'intelligence.' Korean learners often countize uncountable English nouns and say such grotesque things as 'many news,' 'one evidence,' 'a few testimonies,' 'several informations,' 'an information,' 'intelligences,' or the like.

English often uses one and the same noun sometimes countable and sometimes uncountable. For example, 'pine' is countable when it refers to a tree or trees while it is uncountable when it refers to the wood that is obtained from the tree that goes by that name.

Korean learners quite frequently fail to make this distinction between the countable use and the uncountable use of one and the same noun in English. Thus they often fail to see the difference in meaning between the two uses of such nouns as the following, for example.

Nouns	Countable Use	Uncountable Use
dog	an animal	meat from the animal
chicken	a fowl	meat from the fowl
lamb	an animal	meat from the animal
turkey	a fowl	meat from the fowl
oak	a tree	wood from the tree

Nouns	Countable Use	Uncountable Use
pine	a tree	wood from the tree
birch	a tree	wood from the tree
cherry	a tree	wood from the tree

It may be noted here that Korean learners often countize such nouns as these when they should be used uncountable. Thus they often say 'I had a chicken for breakfast' instead of 'I had chicken for breakfast.'

5.5 Predicative vs. Attributive Adjectives

According to the position where it occurs, an adjective may be predicative, attributive, or both. If an adjective may occur only as a verbal complement, then it is predicative. If an adjective may occur as a pre-nominal modifier only, then it is attributive. If an adjective may occur in either position, then it is both predicative and attributive.

All Korean adjectives may be used either attributively or predicatively. On the other hand, we may think of English adjectives as breaking down into the following three types. Firstly, some English adjectives are used only predicatively. 'Afraid' is a case in point. We may say 'I saw a boy who was afraid,' but we may not say, 'I saw an afraid boy.' Secondly, some English adjectives may be used only attributively. 'Main' is a case in point. We may say 'This is the main reason,' but not 'This is the reason that is main.' Thirdly and finally, most English adjectives may be used either attributively or predicatively. 'Sick' is a case in point. We may say either 'I know a man who is sick,' or 'I know a sick man.'

We may note here that the first two types of English adjectives do not have their counterpart in Korean while the third type does. Thus we may say that the first two types, but not the third, pose potential learning problems for Korean learners.

Korean learners may use predicative-only English adjectives attributively. That is, they may produce such weird phrases as 'aflame house,' 'ablaze mountains,' 'adrift boats,' or the like.

Korean learners may use attributive-only English adjectives predicatively. That is, they may produce such weird sentences as 'This reason is main,' 'The problem is major,' 'The president is former,' 'The administration is previous,' or the like.

5.6 The Definite and Indefinite Articles

In most of their uses, the English articles ('the,' 'a,' and 'an') do not have their counterparts in Korean. Thus Korean learners often find it extremely difficult to learn to use the English article correctly. They often either mix up one article with another or leave out an article where they should use one.

Below we will cite a few examples, where Korean learners often commit the 'sin' of omission by failing to use an article where it should be used.

5.6.1 'the' in a Set Name When a set consists of more than one member such that a member may be called X, the set is often referred to in English as 'the Xs.' Thus we have 'the Rocky Mountains,' 'the Rockies,' 'the Philippine Islands,' 'the Philippines,' 'the Three Rs,' 'the R months,' 'the Carolinas,' 'the Americas,' 'the Carters,' and so on. Korean learners often drop the 'the' in such set names as these (often along with the plural-marking -s).

5.6.2 'Korean' vs. 'the Korean Language' An English proper noun may often be rewritten as 'the + proper adjective + the common noun.' Thus 'Korean,' 'Christianity,' 'France,' and 'Rome' may be rewritten as 'the Korean language,' 'the Christian Faith,' 'the French Republic,' and 'the Roman Empire' respectively. Korean learners often leave out the 'the' in the construction under discussion, i.e. the construction of 'the + proper adjective + common noun.'

5.6.3. 'Ten dollars' vs. 'An even ten dollars' When an English noun phrase takes the form of 'adjective + plural numeral - plural noun,' it is preceded by an article, either definite or indefinite, as the case may be. Thus we may have such English noun phrases as 'an even ten dollars,' 'a whopping five billion dollars,' 'the usual 100%,' 'the customary two dollars,' 'the required 85%, and so on. Korean learners often commit the error of ommiting the article from noun phrases of the sort under discussion.

5.6.4. 'the' in Proper Names Certain proper names such as names of rivers or hotels are frequently preceded by the definite article ('the') in English. Thus we have such proper names as 'the Potomac,' 'the Potomac River,' 'the Nile,' 'the Nile River,' 'the Sheraton,' 'the Sheraton Hotel,' 'the Imperial Hotel,' etc. Korean learners often commit the error of omitting the definite article from such proper names as these.

5.6.5. 'the + adjective' In English 'the + adjective' is frequently used as a noun phrase that refers to either a set or group of certain things or a certain quality. Thus 'the beautiful' may be used as a noun phrase that refers, depending on context, to either a set of beautiful persons or the quality of being beautiful (i.e. beauty). Korean learners often find it hard to learn to use this type of noun-phrase construction in English. They also seem to find it hard to assign the correct meaning to a construction of this type.

5.7 Relative Pronouns

Relative pronouns and relative clauses of English do not have their equivalents in Korean. Korean lacks relative pronouns. Relative clauses precede their head nouns directly, without being preceded or followed by relative pronouns or conjunctions. For example,/melika ssɨn phəncinɨn cemiitta/ is rendered 'Mary writes letters interesting is' in English. As a consequence, Korean learners often experience difficulty in learning to use relative pronouns and relative clauses of English.

5.8 Gender English makes the distinction between masculine and feminine gender in its third-person singular pronouns. To be more precise, English also uses neuter gender here. Thus 'she' and 'her' are feminine, 'it' and 'its' are neuter, and 'he,' 'him' and 'his' are masculine. On the other hand, Korean does not make a similar distinction of gender.

Thus the gender distinction in the third-person singular pronouns of English often poses something of a problem for Korean learners. In many instances, they mix up a masculine pronoun with a feminine pronoun. They often use masculine pronouns when they should use feminine pronouns. This is perhaps attributable to the fact that masculine pronouns are more commonly used or more dominant then their feminine counterparts.

5.9 Number Agreement between Subject and Verb In English, the subject of a sentence must agree in number with the main verb of the sentence. In Korean, however, a similar agreement does not seem to be operative although the subject of a sentence has to agree in number with the subjective complement if the subjective complement is a noun. This may explain why the phenomenon of number agreement between subject and verb in English is often a problem for Korean learners.

5.10 Pre-Modification vs. Post-Modification The modifier of a noun in English may either precede or follow the noun that it modifies. Thus we may have either 'a valuable book' or 'a book of value.' In Korean, on the other hand, a noun modifier must precede the noun that it modifies. Thus 'a valuable book' has its equivalent in Korean while 'a book of value' does not

This suggests that Korean learners may find English post-modification something of a problem. In other words, 'a book of value' or 'a book which is valuable' may be rather difficult for Korean learners while 'a valuable book' should not be too difficult for them.

It may be noted at this point that English sometimes requires post-modification, not allowing pre-modification. For example, this is the case when an adjective (phrase) modifies such 'indefinite' pronouns as 'something,' 'somebody,' 'someone,' 'nothing,' 'nobody,' 'no one,' 'anything,' 'anybody,' 'anyone,' 'everything,' 'everybody,' 'everyone,' etc. Korean learners often make mistakes by using pre-modification, understandably enough, even in these cases where only post-modification is allowed. In other words, they often produce ungrammatical English strings such as 'good something' (instead of 'something good'), 'important something' (instead of 'something important').

5.11 Subject-Verb Inversion

Subject-Verb inversion often occurs in English when a statement is turned into a question. For example, subject and verb change places when we transform 'Professor Jones will teach somebody' into either 'Who will Professor Jones teach?' or 'Will Professor Jones teach somebody?'

On the other hand, this phenomenon of subject-verb inversion is not found in Korean. This may help explain why Korean learners often fail to follow the English rule of subject-verb inversion, producing such un-English sentences as 'Who Professor Jones will teach?' (instead of the grammatical 'Who will Professor Jones teach?'), for example.

5.12 Irregular Verbs, Nouns, Adjectives, and Adverbs

Many English verbs are irregular in that their past-tense/past participle forms are formed irregularly. Many English nouns are irregular in that their plural forms are formed irregularly. Many adjectives and adverbs are irregular in that their comparative and superlative forms are formed irregularly.

On the other hand, Korean verbs, nouns, adjectives, and adverbs are by and large regular. Thus the irregular verbs, nouns, adjectives, and adverbs of English do not have their counterparts in Korean.

This coupled with the general human tendency to regularize what is irregular, may explain why Korean learners often make mistakes by regularizing irregular English forms. Korean learners often produce such un-English forms as 'goed' (instead of the correct 'went' or 'gone'), 'gooses' (instead of the correct 'geese'), 'gooder' or 'more good' (instead of the correct 'better'), or 'iller' (instead of the correct 'worse').

Part II: Minimal Objectives: English and Korean

MORE
1. Primary (1-3) Objectives

LEVEL ONE FOR GRADE 1

A. Auditory/Visual Discrimination:

A/1 Given a letter followed by three letters, the student matches identical capital and lower case letters.

A/2 Given a word followed by three words, the student matches identical words.

A/3 Given three pictures, the student identifies the pairs or groups of words that rhyme.

A/4 Given two words orally, the student shows he hears the similarities and differences in the sounds of initial consonants.

A/5 Given two words orally, the student shows he hears similaraties and differences in the sounds of final consonants.

B. Phoneme/Grapheme Correspondence (Sound/Letter):

B/1 Given three letters, the student identifies capital and lower-case letters by name.

B/2 Given a letter followed by three letters, the student associates capital letters with their lower case forms.

B/3 Given a picture followed by three letters, the student associates initial consonant sounds with their printed symbols.

B/4 Given a picture followed by three consonant letters, the student associates final consonant sounds with their printed symbols.

B/5 Given a word followed by three words or pictures, the student substitutes initial consonants in words.

B/6 Given a word followed by three words or pictures, the student substitutes final consonants in words.

C. Structural Analysis:

C/1 Given a set of singular and plural words, the student will be able to identify singular and plural words.

D. Vocabulary:

D/1 Given a picture followed by three words, the student associates the object pictured with the appropriate printed symbol.

E. Literal Comprehension:

E/1 Given a set of directions, the student follows each direction.

E/2 Given four pictures, the student groups and categorizes those pictures.

LEVEL TWO FOR GRADE 2

A. Auditory/Visual Discrimination:

A/6 Given two words orally, the student shows he hears similarities and differences in their initial blends and digraphs.

A/7 Given two words orally, the student shows he hears similarities and differences in the sounds of their final blends and digraphs.

A/8 Given two words orally, the student shows he discriminates between long and short vowel sounds.

A/9 Given two pictures, the student identifies long and short vowel sounds.

B. Phoneme/Grapheme Correspondence (Sound/Letter):

B/7 Given three consonant digraphs or blends and an oral stimulus word, the student associates the sounds of initial digraphs or blends with their printed symbols.

B/8 Given three final consonant digraphs or blends and an oral stimulus word, the student associates the final digraphs or blends with their printed symbols.

C. Structural Analysis:

C/2 Given a word or group of words, the student identifies base words with the inflectional endings of "s" and "es".

C/3 Given a word or group of words, the student identifies base words with the inflectional endings of "d", "ed", and "ing".

C/4 Given a group of words, the student shows he understands the principles relating to compound word formation.

D. Vocabulary:

D/2 Given a picture followed by three phrases, the student associates the object pictured with the appropriate phrase.

D/3 Given an incomplete sentence, the student completes the sentence using context clues.

E. Literal Comprehension:

E/3 Given a story, the student recalls specific facts.

E/4 Given a story, the student recalls the sequence of events.

F. Interpretive Comprehension:

F/1 Given a statement, the student shows he makes inferences.

F/2 Given a story, the student shows he infers motive and feelings of story characters.

MORE
Primary (1-3) Objectives

LEVEL THREE FOR GRADE 3

A. Auditory/Visual Discrimination:

A/10 Given a word followed by three numerals, the student shows he hears the number of syllables in a word.

A/11 Given a word followed by three letters, the student recognizes the silent letter in a word.

A/12 Given two words orally, the student shows he hears similarities and differences in the sounds of vowels with "r".

A/13 Given two words orally, the student shows he hears similaraties and differences in the sounds of vowel diphthongs.

B. Phoneme/Grapheme Correspondence (Sound/Letter):

B/9 Given three words, the student associates the sounds of vowels with "r" and "l" with their printed symbols.

B/10 Given three pairs of vowels, the student associates the sound of vowel digraphs with their printed symbols.

B/11 Given three pairs of vowels, the student associates the sound of vowel dipthongs with their printed symbols.

B/12 Given five vowel letters, the student associates the sounds of long and short vowels.

C. Sturctural Analysis:

C/5 Given a group of words or endings, the student identifies and forms words with comparative endings.

C/6 Given a group of words, the student shows he understands the principles relating to contractions.

C/7 Given a group of words or sentences, the student shows he understands the principles relating to the possessive "s".

D. Vocabulary:

D/4 Given a picture followed by three sentences, the student associates the object pictured with the appropriate sentence.

E. Litaral Comprehension:

E/5 Given a story, the student shows he understands the main idea by identifying the correct title.

F. Interpretive Comprehension:

F/3 Given a story, the student shows he predicts outcomes.

F/4 Given a set of clues, the student shows he draws logical conclusions.

2.1. FIRST GRADE OBJECTIVES: ENGLISH AND KOREAN COMPARISON

A.1	Given a letter followed by three letters, the student matches identical capital and lower case letters.	English specific objective	
A.1a	Given a letter followed by three letters, the student matches identical letters	Korean objective similar to English	글자 하나를 주고 학생으로 하여금 그 다음에 써놓은 세글자 중에서 똑같은 글자를 찾게 한다.
A.2	Given a word followed by three words, the student matches identical words.	Same	단어 하나를 주고 학생으로 하여금 그 다음에 써놓은 세단어 중에서 똑같은 단어를 찾게 한다.
A.3	Given three pictures, the student identifies the pairs or groups of words that rhyme.	English specific objective	
A.3a	Given three pictures, the student identifies the pairs or groups of words that end with the same syllable.	Korean objective similar to English	그림 셋을 주고 학생으로 하여금 똑같은 음절로 끝나는 단어를 찾아내게 한다.
A.4	Given two words orally, the student shows he hears similarities and differences in the sounds of initial consonants.	Same	단어 둘을 읽어주고 학생으로 하여금 그 첫자음이 같은가 다른가를 인식하게 한다.
A.5	Given two words orally, the student shows he hears similarities and differences in the sounds of final consonants.	Same	단어 둘을 읽어주고 학생으로 하여금 그 끝자음이 같은가 다른가를 인식하게 한다.
B.1	Given three letters, the student identifies capital and lower-case letters by name.	English specific objective	

FIRST GRADE: continuation

B.1a	Given the name of a letter orally followed by three letters, the student identifies the letter named.	Korean objective similar to English	글자 이름을 불러주고 학생으로 하여금 세글자중에서 맞는 글자를 찾아내게 한다.
B.2	Given a letter followed by three letters, the student associates capital letters with lower case forms.	English specific objective not applicable to Korean	
B.2a	Given a letter followed by three words, the student associates the letter with the word containing the identical letter.	Korean objective	글자 하나를 주고 학생으로 하여금 그다음에 써놓은 세 단어중에서 그 글자가 들어 있는 단어를 찾게 한다.
B.2b	Given a word orally followed by three words, the student identifies the matching word.	Korean objective	단어 하나를 읽어주고 학생으로 하여금 써놓은 단어 셋중에서 맞는 단어를 찾게 한다.
B.3	Given a picture followed by three letters, the student associates initial consonant sounds with their printed symbols.	Same	그림을 주고 학생으로 하여금 그다음에 써있는 세 글자중에서 그림에 맞는 말에 첫자음을 찾게한다.
B.4	Given a picture followed by three consonant letters, the student associates final consonant sounds with their printed symbols.	Same	그림을 주고 학생으로 하여금 그다음에 써있는 세글자중에서 그 그림에 맞는 말의 끝자음을 찾게 한다.
B.5	Given a word followed by three words or pictures, the student substitutes initial consonants in words.	Same	단어 하나를 주고 단어의 첫자음을 바꾸어 새로 생긴 말을 학생으로 하여금 글이나 그림 셋중에서 맞는 것을 찾아내게 한다.

FIRST GRADE: continuation

B.6	Given a word followed by three words or pictures, the student substitutes final consonants in words.	Same	단어 하나를 주고 단어의 끝자음을 바꾸어 새로 생긴 말을 학생으로 하여금 글이나 그림 셋중에서 맞는것을 찾아내게 한다.
C.1	Given a set of singular and plural words, the student will be able to identify singular and plural words.	English specific objective not applicable to Korean	
C.1a	Given a picture followed by two words, the student identifies the appropriate counter.	Korean specific objective not applicable to English	그림을 주고 학생으로 하여금 그다음에 써놓은 말 둘 중에서 바르게 세는 말을 찾아내게 한다.
C.1b	Given a picture followed by two words, the student identifies the appropriate subject particle	Korean specific objective not applicable to English	그림을 주고 학생으로 하여금 그 다음에 써놓은 말 둘중에서 주격어미가 맞는것을 찾아내게 한다.
D.1	Given a picture followed by three words, the student associates the object pictured with the appropriate printed symbol.	Same	그림을 주고 학생으로 하여금 그다음에 써놓은 세 단어 중에서 맞는 단어를 찾아내게 한다.
E.1	Given a set of directions, the student follows each direction.	Same	지시사항을 주고 학생으로 하여금 그에 따르게 한다.
E.2	Given four pictures, the student groups and categorizes those pictures.	Same	그림 넷을 보고 학생으로 하여금 같은 종류의 것을 분간하게 한다.

2.2. SECOND GRADE OBJECTIVES: ENGLISH AND KOREAN COMPARISON

A.6	Given two words orally, the student shows he hears similarities and differences in their initial blends and digrapsh.	English specific objective	
A.6a	Given two words orally, the student shows he hears similarities and differences in their initial digraphs.	Korean objective similar to English	쌍자음으로 시작하는 단어들을 주고 학생으로 하여금 시작하는 소리가 같은지 시작하는소리가 다른지 듣게 한다.
A.7	Given two words orally, the student shows he hears similarities and differences in the sounds of their final blends and digraphs.	English specific objective	
A.7a	Given two inflected words orally, the student shows he hears similarities and differences in the sounds of their final blends and digraphs.	Korean objective similar to English	쌍받침이 있는 두 말을 주고 활용할때 어떻게 발음되나 학생으로 하여금 듣게 한다.
A.8	Given two words orally, the student shows he discriminates between long and short vowel sounds.	English specific objective not applicable to Korean	
A.8a	Given two words orally, the student shows he discriminates between two different lengths of identical vowel sounds.	Korean specific objective not applicable to English	두 개의 낱말을 읽어주고 학생으로 하여금 긴모음과 짧은 모음을 구별하게 한다.

SECOND GRADE OBJECTIVES: continuation

A.9	Given two pictures, the student identifies long and short vowel sounds	English specific objective not applicable to Korean	
A.9a	Given two pictures, the student identifies two different lengths of identical vowel sounds.	Korean specific objective not applicable to English	그림 들을 주고 학생으로 하여금 모음의 장단을 구별하게 한다.
B.7	Given three consonant digraphs or blends and an oral stimulus word, the student associates the sounds of initial digraphs or blends with their printed symbols.	English specific objective	
B.7a	Given three consonant digraphs and an oral stimulus word, the student associates the sounds of initial digraphs with their printed symbols.	Korean objective similar to English	단어 하나를 읽어주고 학생으로 하여금 자음의 첫소리를 써놓은 상자를 셋중에서 그 단어의 첫소리와 같은것을 찾아내게 한다.
B.7b	Given two words with the letter "O" the student associates the silent "O" with its printed symbols.	Korean specific objective	"ㅇ" (이응)자가 들어있는 단어 들을 주고 학생으로 하여금 "ㅇ" 발음이 나지않는 단어를 찾아내게 한다.
B.8	Given three final consonant digraphs or blends and an oral stimulus word, the student associates the final digraphs or blends with their printed symbols.	English specific objective not applicable to Korean	

SECOND GRADE OBJECTIVES: continuation

B.8a Given three final consonant digraphs or blends followed by a vowel initial syllable and an oral stimulus word, the student associates the final digraphs or blends with their printed symbols.	Korean objective similar to English	쌍받침이 있는 음절이 모음으로 시작한 음절과 합한 말을 읽어주고 그받침의 발음을 학생으로 하여금 써놓은 받침 셋중에서 찾아내게 한다.
C.2 Given a word or group of words, the student identifies base words with the inflectional endings of "s" and "es."	English specific objective not applicable to Korean	
C.2a Given a phrase or sentence the student shows he understands the principles relating to the objective particle, "ul" and "lul."	Korean specific objective not applicable to English	문장을 하나주고 학생으로 하여금 그다음 말 둘중에서 맞는것을 골르게 하고 목적격 어미의 원칙을 알게한다.
C.3 Given a word or group of words, the student identifies base words with the inflectional endings of "d," "ed," and "ing."	English specific objective not applicable to Korean	
C.3a Given a phrase or sentence, the student identifies base words with particles, "un", "nun."	Korean specific objective not applicable to English	문장을 하나주고 학생으로 하여금 "은" "는" 중 맞는것을 찾게 한다.
C.4 Given a group of words, the student shows he understands the principles relating to compound word information.	Same	복합어로된 낱말을 주고 학생으로 하여금 복합어를 구성하는 원리를 알아내게 한다.

SECOND GRADE OBJECTIVES: continuation

D.2	Given a picture followed by three phrases, the student associates the object pictured with the appropriate phrase.	Same	그림 하나를 주고 학생으로 하여금 그아래에 써놓은 세말중에서 그림에 맞는말을 찾아 내게 한다.
D.3	Given an incomplete sentence, the student completes the sentence using context clues.	Same	완전하지 않은 문장을 하나주고 학생으로 하여금 문맥의 실마리를 사용하여 완전한 문장으로 만들게 한다.
E.3	Given a story, the student recalls specific facts.	Same	이야기를 해주고 학생으로 하여금 구체적인 사실을 상기하게 한다.
E.4	Given a story, the student recalls the sequence of events.	Same	이야기를 해주고 학생으로 하여금 사건들의 순서를 상기하게 한다.
F.1	Given a statement, the student shows he makes inferences.	Same	말을 해주고 학생으로 하여금 추리하여 이해하게 한다.
F.2	Given a story, the student shows he infers motives and feelings of story characters.	Same	이야기를 해주고 학생으로 하여금 주인공의 감정과 동기를 추리해서 이해하게 한다.

2.3. THIRD GRADE OBJECTIVES: ENGLISH AND KOREAN COMPARISON

A.10	Given a word followed by three numerals, the student shows he hears the number of syllables in a word.	Same	단어 하나와 숫자 셋을 주고 학생으로 하여금 그단어의 음절수를 듣게 한다.
A.11	Given a word followed by three letters, the student recognizes the silent letter in a word.	Same	쌍받침 있는 단어 하나와 자음 셋을 주고 학생으로 하여금 발음 하지 않는 자음을 인식하게 한다.
A.11a	Given a syllable with blends in a word followed by three consonants, the student recognizes the sliding consonant to the following syllable.	Korean specific objective, not applicable to English	쌍받침 있는 말을 주고 학생으로 하여금 다음 음절에 붙어 발음되는 받침을 써놓은 자음 셋 중에서 찾아내게 한다.
A.12	Given two words orally, the student shows he hears similarities and differences in the sounds of vowels with "r".	English specific objective not applicable to Korean	
A.13	Given two words orally, the student shows he hears similarities and differences in the sounds of vowel diphthongs.	Same	이중모음이 들어 있는 단어 둘을 읽어주고 학생으로 하여금 그모음이 같은가 다른가를 들어보게 한다.
B.9	Given three words, the student associates the sounds of vowels with "r" and "l" with their printed symbols	English specific objective not applicable to Korean	
B.9a	Given a word, the student associates the sounds of its final blends with its printed symbol.	Korean specific objective not applicable to English	쌍받침이 들어 있는 단어 하나를 주고 학생으로 하여금 써있는 말중 그발음에 맞는것을 찾아내게 한다.

THIRD GRADE OBJECTIVES: continuation

B.10	Given three pairs of vowels, the student associates the sound of vowel digraphs with their printed symbols.	English specific not applicable to Korean	
B.11	Given three pairs of vowels, the student associates the sounds of vowel diphthongs with their printed symbols.	Same	이중모음 셋을 주고 학생으로 하여금 써 있는 이중모음 중 맞는것을 찾아내게 한다.
B.12	Given five vowel letters, the student associates the sounds of long and short vowels.	English specific objective not applicable to Korean	
B.12a	Given an inflected word orally followed by two words, the student identifies the correct word,	Korean specific objective not applicable to English	활용된 단어를 읽어주고 학생으로 하여금 정확히 써 놓은말 둘중 맞는것을 찾아내게 한다.
C.5	Given a group of words or endings, the student identifies and forms words with comparative endings.	English specific objective not applicable to Korean	
C.5a	Given a group of words, the student identifies and forms words with comparative adverbials.	Korean specific objective not applicable to English	단어 들을 주고 학생으로 하여금 비교부사의 사용법을 확인하게 한다.
C.6	Given a group of words, the student shows he understands the principles relating to contractions.	Same	단어를 몇개 주고 학생으로 하여금 준말의 원리를 알아내게 한다.

THIRD GRADE OBJECTIVE: continuation

C.6a	Given a group of verbs, the student shows he understands the inflectional endings.	Korean specific objective	동사를 몇개주고 학생으로 하여금 그 활용법을 알아내게 한다.
C.7	Given a group of words or sentences, the student shows he understands the principles relating to the possessive "S".	English specific objective not applicable to Korean	
C.7a	Given a group of words or sentences, the student shows he understands the principles relating to the possessive particle, "ui".	Korean specific objective not applicable to English	단어 혹은 문장을 몇개주고 학생으로 하여금 소유격의 원칙을 알아내게 한다.
D.4	Given a picture followed by three sentences, the student associates the object pictured with the appropriate sentence.	Same	그림 하나와 문장을 셋주고 학생으로 하여금 그 그림에 맞는 문장을 고르게 한다.
E.5	Given a story, the student shows he understands the main idea by identifying the correct title.	Same	학생으로 하여금 이야기를 읽게 하고 그 이야기의 중점을 이해하고 맞는 제목을 골르게 한다.
F.3	Given a story, the student shows he predicts outcome.	Same	이야기를 해주고 학생으로 하여금 그 결과를 예측하게 한다.
F.4	Given a set of clues, the student shows he draws logical conclusions.	Same	이야기의 실마리를 몇개 주고 학생으로 하여금 그 이야기의 논리적 결론을 짓게 한다.

Part III: Testing Instruments: English

1. Guide to Administering Tests

The minimal objectives for reading objectives cover the following skill areas:

A/1 through A/13 - Auditory/Visual Discrimination
B/1 through B/12 - Phoneme/Grapheme Correspondence
C/1 through C/7 - Structural Analysis
D/1 through D/4 - Vocabulary
E/1 through E/5 - Literal Comprehension
F/1 through F/4 - Interpretive Comprehension

The Inventory at each level has two identical forms - pre-test to be given at the beginning of the school year, and post-test to be given at the end of the school year.

Each level has fifteen objectives (seventeen for grade one and sixteen for grade two in Korean) and a corresponding Inventory with directions. Each objective has five test items. These Inventories are designed specifically to test objectives.

Administration and scoring of the pre and post Inventories is the responsibility of the classroom teacher. It is also the teacher's responsibility to maintain the Individual and Class Profile sheets. The results of these diagnostic Inventories should be used for identifying a student's skill need, for determining remediation programs, and for organizing skill groupings.

The maintenance of the Primary Individual Profile and Class Profile sheets is the responsibility of the classroom teacher. Skills are considered achieved when 80% of the five test items per objective of the MORE Inventories are answered correctly. The symbol (+) indicates (0-1 error) or 80% or above; (-) indicates (2-5 errors) or below 80%.

MORE

2. DIRECTIONS FOR INVENTORY - LEVEL ONE

A/1 Matches Letters	We are going to find letters that look alike. Find the picture of the apple. Look at the letter next to the apple. Now look at the other letters in the row. Circle the letter that looks like the letter next to the apple. Find the picture of the house. Look at the letter next to the house. Now look at the other letters in the row. Circle the letter that looks like the letter next to the house. Find the picture of the bell. Look at the letter next to the bell. Now look at the other letters in the row. Circle the letter that looks like the letter next to the bell. Find the picture of the car. Look at the letter next to the car. Now look at the other letters in the row. Circle the letter that looks like the letter next to the car. Find the picture of the balloon. Look at the letter next to the balloon. Now look at the other letters in the row. Circle the letter that looks like the letter next to the balloon.
A/2 Matches Words	We are going to find words that look alike. Find the picture of the flower. Look at the word next to the flower. Now look at the other words in the row. Circle the word that looks like the word next to the flower. Find the picture of the hand. Look at the word next to the hand. Now look at the other words in the row. Circle the word that looks like the word next to the hand. Find the picture of the horse. Look at the word next to the horse. Now look at the other words in the row. Circle the word that looks like the werd next to the horse. Find the picture of the girl. Look at the word next to the girl Now look at the other words in the row. Circle the word that looks like the word next to the girl. Find the picture of the chair. Look at the word next to the chair. Now look at the other words in the row. Circle the word that looks like the owrd next to the chair.

MORE
DIRECTIONS FOR INVENTORY - LEVEL ONE

A/3

Hears Rhymes

We are going to listen for words that rhyme. Cat and fat rhyme.

Find the picture of the bicycle. Look at the row of pictures next to the bicycle. The pictures are bug, plug, chair. Two of these words rhyme. Circle the pictures of the two words that rhyme. Listen. Bug. Plug. Chair.

Find the picture of the ball. Look at the row of pictures next to the ball. The pictures are tree, king, ring. Circle the pictures of the two words that rhyme. Listen. Tree. King. Ring.

Find the picture of the bed. Look at the row of pictures next to the bed. The pictures are dish, brush, fish. Circle the pictures of the two words that rhyme. Listen. Dish. Brush. Fish.

Find the picture of the umbrella. Look at the row of pictures next to the umbrella. The pictures are moon, mouse, house. Circle the pictures of the two words that rhyme. Listen. Moon. Mouse. House.

Find the picture of the sun. Look at the row of pictures next to the sun. The pictures are hat, can, bat. Circle the pictures of the two words that rhyme. Listen. Hat. Can. Bat.

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A/4

Hears Initial Consonants

We are going to listen for beginning sounds. The beginning sound of a word is the first sound you hear in the word.

Find the picture of the hat. Next to the hat are the words yes and no. Listen. Soap. Sink. If soap and sink have the same sound at the beginning, circle yes. If they have a different sound at the beginning, circle no. Listen. Soap. Sink.

Find the picture of the moon. Listen. Coal. Pinch. If the two words have the same sound at the beginning, circle yes. If they have a different sound at the beginning, circle no. Listen. Coal. Pinch.

Find the picture of the shoe. Listen. Rock. Gate. If the two words have the same sound at the beginning, circle yes. If they have a different sound at the beginning, circle no. Listen. Rock. Gate.

Find the picture of the boy. Listen. Dance. Desk. If the two words have the same sound at the beginning, circle yes. If they have a different sound at the beginning, circle no. Listen. Dance. Desk.

Find the picture of the flower. Listen. Man. Milk. If the two words have the same beginning sound, circle yes. If they have a different sound at the beginning, circle no. Listen. Man. Milk.

MORE
DIRECTIONS FOR INVENTORY - LEVEL ONE

A/5

Hears Final Consonants

We are going to listen for ending sounds. The ending sound of a word is the last sound you hear in the word.

Find the picture of the clown. Listen to the endings of these words. Heat. Sight. If the two words end with the same sound, circle yes. If they end with different sounds, circle no. Listen. Heat. Sight.

Find the picture of the bed. Listen. Fake. Lace. If the words end with the same sound, circle yes. If they end with different sounds. circle no. Listen. Fake. Lace.

Find the picture of the hand. Listen. Cab. Rope. If the words end with the same sound, circle yes. If they end with different sounds, circle no. Listen. Cab. Rope.

Find the picture of the bicycle. Listen. Love. Dive. If the words end with the same sound, circle yes. If they end with different sounds, circle no. Listen. Love. Dive.

Find the picture of the balloon. Listen. Comb. Drum. If the words end with the same sound, circle yes. If they end with different sounds, circle no. Listen. Comb. Drum.

B/1

Identifies Capital and Lower Case Letters

We are going to look for the capital letters and small letters that I name.

Find the picture of the doll. Look at the letters in that row. Find the small d. Draw a circle around the small d.

Find the picture of the star. Look at the letters in that row. Circle the capital E.

Find the picture of the house. Look at the letters in that row. Circle the small r.

Find the picture of the chair. Look at the letters in that row. Circle the small i.

Find the picture of the kite. Look at the letters in that row. Circle the capital M.

Turn to page 64.

MORE
DIRECTIONS FOR INVENTORY - LEVEL ONE

B/2 — Associates Capital and Lower Case Letters

Let's see if you can match some capital letters with the small letters that have the same name.

Find the picture of the girl. Look at the capital letter next to the girl. Now circle the small letter in the row that has the same name.

Find the picture of the cat. Look at the capital letter next to the cat. Circle the small letter in the row that has the same name.

Find the picture of the boy. Look at the small letter next to the boy. Circle the capital letter in the row that has the same name.

Find the picture of the hat. Look at the small letter next to the hat. Circle the capital letter in the row that has the same name.

Find the picture of the rabbit. Look at the capital letter next to the rabbit. Circle the small letter in the row that has the same name.

B/3 — Associates Initial Consonant Sounds

We are going to look for letters which stand for the beginning sounds of words. Listen. Mouse. Which letter stands for the beginning sound of mouse? Yes, M is the letter.

Find the picture of the sun. Next to the sun is a picture of a bell. Look at the letters in the row. Circle the letter tant stands for the beginning sound in the word bell.

Find the picture of the car. Next to the car is a picture of a moon. Look at the letters in the row. Circle the letter that stands for the beginning sound in the word moon.

Find the balloon. Next to the balloon is a picture of a horse. Look at the letters in the row. Circle the letter that stands for the beginning sound in the word horse.

Find the book. Next to the book is a picture of a kite. Look at the letters in the row. Circle the letter that stands for the beginning sound in the word kite.

Find the flower. Next to the flower is a picture of a seal. Look at the letters in the row. Circle the letter that stands for the beginning sound in the word seal.

MORE
DIRECTIONS FOR INVENTORY - LEVEL ONE

B/4 Associates Final Consonant Sounds	Now we are going to listen for the ending sounds of words. Listen. Cat. Which letter stands for the ending sound of cat? Yes, T is the letter. Find the picture of the hand. Look at the picture of the leaf. Next to the leaf are letters. One of the letters stands for the sound you hear at the end of the word leaf. Circle the letter that stands for the ending sound of leaf. Find the balloon. Listen to the word train. Circle the letter that stands for the sound you hear at the end of the word train. Find the chair. Listen to the word stove. Circle the letter that stands for the sound you hear at the end of the word stove. Find the car. Listen to the word crib. Circle the letter that stands for the sound you hear at the end of the word crib. Find the star. Listen to the word book. Circle the letter that stands for the sound you hear at the end of the word book. Turn to page 65.
B/5 Substitutes Initial Consonants	We can trade letters in words just like we can trade baseball cards. Think of the word man. If we trade the letter m for an f, the word man becomes fan. Let's trade letters and make new words. Find the bicycle. Look at the word rip. If you take the letter r away from rip, and trade it for the letter n, you have a new word. Look at the words in the row. Circle the new word. Find the ball. Look at the word sad. If you take the letter s away from sad and trade it for the letter b, you will have a new word. Circle the new word. Find the house. Look at the word cat. If you take the letter c away from cat, and trade it for the letter h, you will have a new word. Circle the picture of the new word. Find the sun. Look at the word fish. If you take the letter f away from fish, and trade it for the letter d, you will have a new word. Circle the picture of the new word. Find the bed. Look at the word top. If you take the letter t away from the word top, and trade it for the letter m, you will have a new word. Circle the picture of the new word.

MORE
DIRECTIONS FOR INVENTORY - LEVEL ONE

B/6 Substitutes Final Consonants	Now let's trade some letters at the end of the words. Think of the word can. If you trade the letter n for the letter t, the new word is cat. Find the moon. Look at the word rub. If you trade the letter b for an n, you have a new word. Circle the new word. Find the shoe. Look at the word feet. If you trade the letter t for a d, you have a new word. Circle the new word. Find the bell. Look at the word boom. If you trade the letter m for a k, you have a new word. Circle the picture of the new word. Find the goat. Look at the word seat. If you trade the letter t for an l, you have a new word. Circle the picture of the new word. Find the flower. Look at the word tug. If you trade the letter g for a b, you have a new word. Circle the picture of the new word.
C/1 Identifies Singular and Plural Words	We are going to talk about how we make words mean more than one. If we add an -s to the word star, we have the word stars. Find the balloon. Look at the picture of the book. Next to the picture of the book are two words. Circle the word that means one book. Find the chair. Look at the picture of the ships. Next to the picture of the ships are two words. Circle the word that means more than one ship. Find the doll. Look at the picture of the map. Next to the picture of the map are two words. Circle the word that means one map. Find the cat. Look at the picture of the cups. Next to the picture of the cups are two words. Circle the word that means more than one cup. Find the car. Look at the picture of the hat. Next to the picture of the hat are two words. Circle the word that means one hat. Turn to page 66.

MORE
DIRECTIONS FOR INVENTORY - LEVEL ONE

D/1 Associates Pictures with Words	We are going to match pictures with words. Find the car. Next to the car is a picture of a bird. Look at the three words in the row. Circle the word that names the picture. Find the flower. Next to the flower is a picture of a sun. Circle the word in the row that names the picture. Find the hand. Next to the hand is a picture of a girl. Circle the word in the row that names the picture. Find the dog. Next to the dog is a picture of a house. Circle the word in the row that names the picture. Find the bell. Next to the bell is a picture of a coat. Circle the word in the row that names the picture.
E/1 Follows Directions	We are going to listen carefully and follow directions. Find the picture of the apple. Next to the apple you see pictures of boys. Draw a circle around the boy with his hands behind his back. Find the picture of the house. There you see a book, a pencil, and a paper. Draw a circle between the pencil and the paper. Find the moon. There you see a piece of pie, a piece of cake, some cookies and milk. Draw a line from the cake to the milk. Find the witch. Look at the pictures of the flowers. Put an X on the tallest flower. Find the kite. Look at the picture of the banana, the orange, and the watermelon. Draw a line above the orange.

MORE
DIRECTIONS FOR INVENTORY - LEVEL ONE

E/2

Groups and Categorizes

Now we are going to talk about things that belong together.

Find the picture of the balloon. Next to the balloon are pictures of a fish, a bird, a plane, and a kite. Circle the picture that does not belong with the others.

Find the chair. Next to the chair are pictures of a bicycle, a television, a car, and a bus. Circle all the pictures of things that can roll.

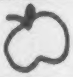
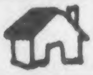
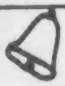
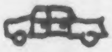
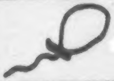
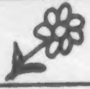
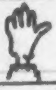
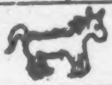
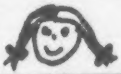
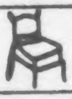
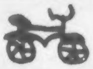
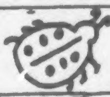
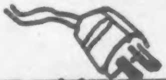
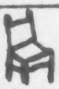
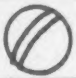
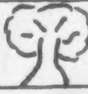
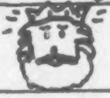
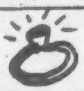
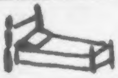
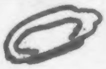
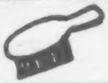
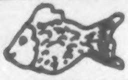
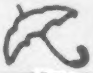
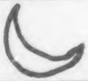
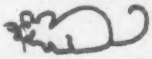
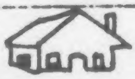
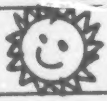
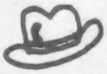
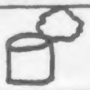
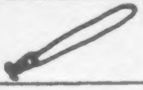
Find the bicycle. Next to the bicycle are pictures of a spoon, a fork, a knife, and a monkey. Circle the picture that does not belong with the others.

Find the bed. Next to the bed are pictures of a house, an apartment building, a sun, and a trailer. Circle the picture that does not belong with the others.

Find the ball. Next to the ball are pictures of a flower, a tree, a girl, and a telephone. Circle the pictures of all the things that are living. Listen. Circle the pictures of all the things that are living.

MORE
LEVEL ONE INVENTORY
KEY

Date:

A/1		R	B	R	P
		d	d	p	b
		W	X	W	M
		V	L	U	V
		f	k	l	f
A/2		pot	pet	pot	pit
		fun	fan	nut	fun
		doll	lid	bat	doll
		sip	sat	sip	pet
		red	red	den	rid
A/3					
					
					
					
					

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LEVEL ONE INVENTORY
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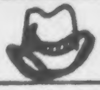
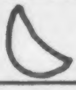
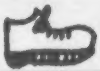
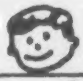
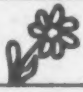
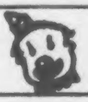
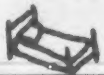
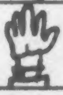
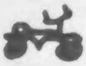
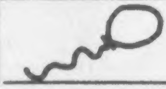
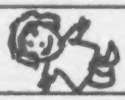
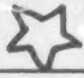
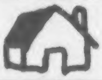
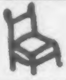
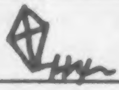
A/4			Yes	No	
			Yes	No	
			Yes	No	
			Yes	No	
			Yes	No	
A/5			Yes	No	
			Yes	No	
			Yes	No	
			Yes	No	
			Yes	No	
B/1			D	f	d
			e	E	C
			R	n	r
			L	i	k
			M	n	V

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LEVEL ONE INVENTORY
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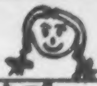
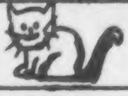
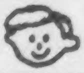
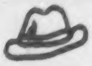
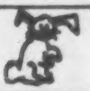
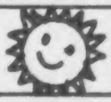
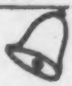
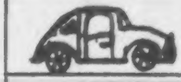
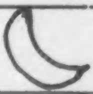
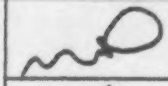
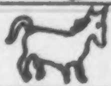
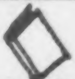
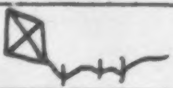
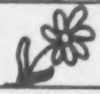
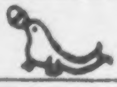
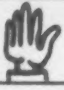
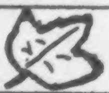
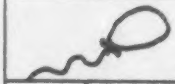
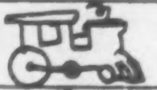
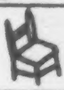
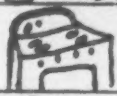
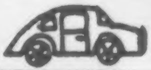
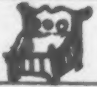
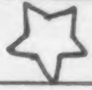
B/2		J	j	d	l
		K	h	j	k
		q	C	Q	R
		d	P	D	B
		M	u	n	m
B/3			b	n	p
			n	w	m
			v	h	c
			k	j	m
			t	z	s
B/4			v	d	f
			z	n	x
			t	f	v
			b	r	h
			j	m	k

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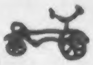
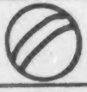
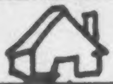
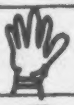
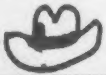
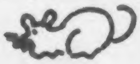
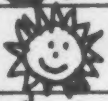
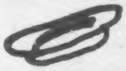
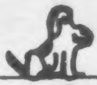
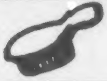
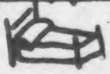
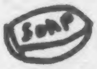
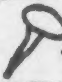
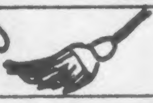
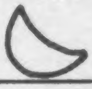
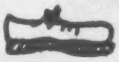
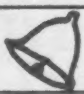
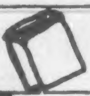
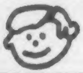
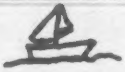
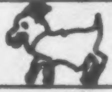
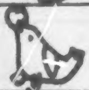
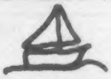
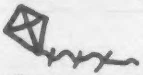
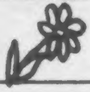
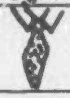
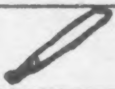
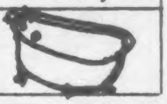
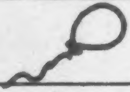
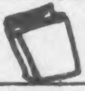
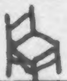
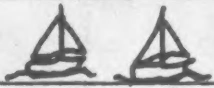
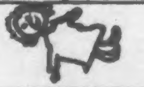
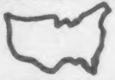
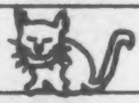
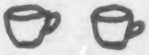
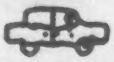
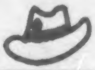
B/5		rip	nip	hip	nap
		sip	hat	bad	had
		cat			
		fish			
		top			
B/6		rub	run	nor	ran
		feet	feel	feed	food
		boom			
		seat			
		tug			
F/1			book	books	
			ship	ships	
			map	maps	
			cup	cups	
			hat	hats	

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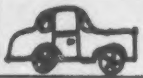
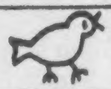
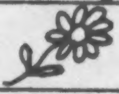
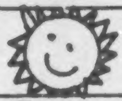
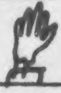
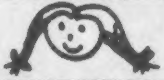
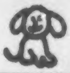
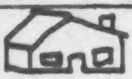
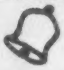
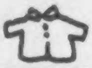
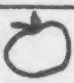
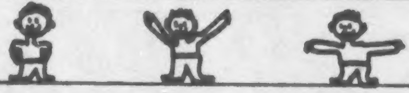
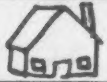
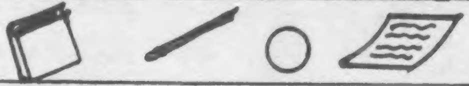
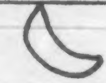
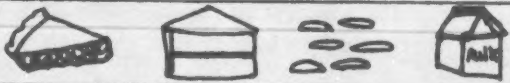
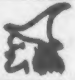
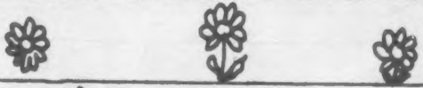
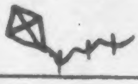
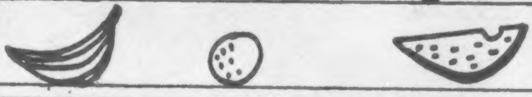
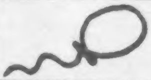
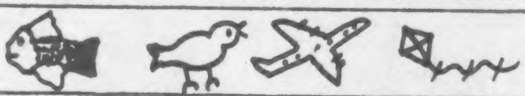
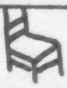
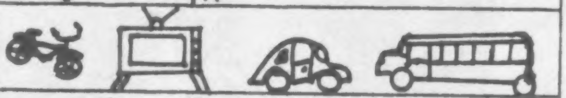
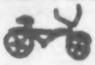
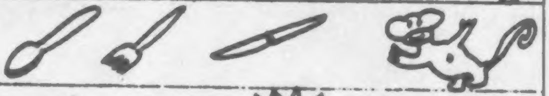
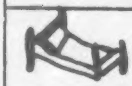
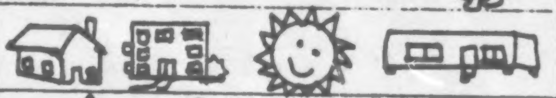
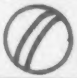
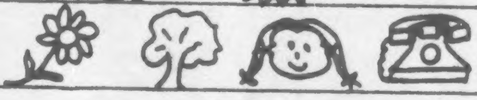
D/1			bee bed bird
			seed sun run
			girl boy good
			mouse hill house
			bat coat hat
E/1			
			
			
			
			
E/2			
			
			
			
			

MORE
3. DIRECTIONS FOR INVENTORY - LEVEL TWO

A/6 Hears Initial Blends and Digraphs	We are going to listen to beginning sounds. Find numeral one. Listen. Truck. Blow. If the two words have the same sound at the beginning, circle yes. If they have a different sound at the beginning, circle no. Listen again. Truck. Blow. Find numeral two. Listen. White. Wheel. If the two words have the same beginning sound, circle yes. If they have a different beginning sound, circle no. Listen again. White. Wheel. Find numeral three. Listen. Clap. Climb. If the two words have the same beginning sound, circle yes. If they have a different beginning sound, circle no. Listen again. Clap. Climb. Find numeral four. Listen. Flag. Frog. If the two words have the same beginning sound, circle yes. If they have a different beginning sound, circle no. Listen again. Flag. Frog. Find numeral five. Listen. Shell. Chain. If the two words have the same beginning sound, circle yes. If they have a different beginning sound, circle no. Listen again. Shell. Chain.
A/7 Hears Final Blends and Digraphs	We are going to listen to ending sounds. Find numeral six. Next to numeral six are the words yes and no. Listen. Gulp. Bulb. If the words end with the same sound, circle yes. If the words end with different sounds, circle no. Listen again. Gulp. Bulb. Find numeral seven. Listen. Trash. Crush. If the words end with the same sound, circle yes. If they end with different sounds, circle no. Listen again. Trash. Crush. Find numeral eight. Listen. Both. Path. If the words end with the same sound, circle yes. If they end with a different sound, circle no. Listen again. Both. Path. Find numeral nine. Listen. Felt. Film. If the words end with the same sound, circle yes. If they end with a different sound, circle no. Listen again. Felt. Film. Find numeral ten. Listen Ghost. Dust. If the words end with the same sound, circle yes. If they end with a different sound, circle no. Listen again. Ghost. Dust.

MORE
DIRECTIONS FOR INVENTORY - LEVEL TWO

A/8 Hears Long and Short Vowels	We are going to listen to vowels or middle sounds in words. Find numeral eleven. Listen to the middle sounds of these words. Late. Lake. If they have the same vowel sound in the middle, circle yes. If they have different vowel sounds in the middle, circle no. Listen again. Late. Lake. Find numeral twelve. Listen to these words. Cub. Cube. If they have the same vowel sound, circle yes. If they have different vowel sounds, circle no. Listen again. Cub. Cube. Find numeral thirteen. Listen to these words. Rode. Hot. Circle yes or no. Listen again. Rode. Hot. Find numeral fourteen. Listen to these words. Bed. Mat. Circle yes or no. Listen again. Bed. Mat. Find numeral fifteen. Listen to these words. Twig. Spine. Circle yes or no. Listen again. Twig. Spine. Turn to page 77.
A/9 Identifies Long and Short Vowels	We are going to listen for long and short vowel sounds in words. Find numeral one. Look at the pictures of the cap and the cape. Listen to the vowel sounds in cap and cape. Circle the picture that has the long vowel sound in its name. Find numeral two. Listen to the picture words. Rod. Road. Circle the picture that has the short vowel sound in its name. Find numeral three. Listen. Cheek. Check. Circle the picture that has the short vowel sound. Find numeral four. Listen to the three picture words. Bike. Rose. Pig. Circle the picture that has the short vowel sound in its name. Listen again. Bike. Rose. Pig. Find numeral five. Listen. Rope. Gun. Lake. Circle the picture that has the short vowel sound in its name. Listen again. Rope. Gun. Lake.

MORE
DIRECTIONS FOR INVENTORY - LEVEL TWO

B/7 Associates Initial Consonant Digraphs and Blends	When we read words, we look at the letters and think of the sounds that they stand for. Sometimes two, or even three, letters work together at the beginning of a word to make sounds. Find numeral six. Listen to the word I say. Grass. Circle the letters that stand for the sound at the beginning of the word grass. Find numeral seven. Listen. Wheel. Circle the letters that stand for the sound at the beginning of the word wheel. Find the numeral eight. Listen. Scrape. Circle the letters that stand for the sound at the beginning of the word scrape. Find numeral nine. Listen. Throw. Circle the letters that stand for the sound at the beginning of the word throw. Find numeral ten. Listen. Cheese. Circle the letters that stand for the sound at the beginning of the word cheese.
B/8 Associates Final Consonant Digraphs and Blends	We are going to find letters which stand for the sounds at the end of words. Find numeral eleven. Next to it are three groups of letters. Listen to this word. Shrink. Circle the letters that stand for the sound at the end of the word shrink. Find numeral twelve. Listen. Lump. Circle the letters that stand for the sound at the end of the word lump. Find numeral thirteen. Listen. Much. Circle the letters that stand for the sound at the end of the word much. Find numeral fourteen. Listen. Stick. Circle the letters that stand for the sound at the end of the word stick. Find numeral fifteen. Listen. Help. Circle the letters that stand for the sound at the end of the word help. Turn to page 78.

MORE

DIRECTIONS FOR INVENTORY - LEVEL TWO

C/2	Sometimes we add 's' or 'es' endings to base words. We say the base word is the main part of the word. Find numeral one. Look at the word rakes. Circle the main part of the word rakes. Find numeral two. Look at the word teaches. Circle the main part of the word teaches. Find numeral three. Look at the word switches. There are three words in the row next to the word switches. One of them is the main part of the word. Circle the word that is the main part of the word switches. Find the numeral four. Look at the word boxes and the three words next to it. Circle the word that is the main part of the word boxes. Find numeral five. Look at the word wants and the three words next to it. Circle the word that is the main part of the word wants.
C/3	Sometimes we make new words by adding "d", "ed", or "ing" endings. This changes the way the word looks, and also what the word means. You are going to look for the main parts of words. Find numeral six. Look at the word danced. Circle the main part of the word danced. Find numeral seven. Look at the word washed. Circle the main part of the word washed. Find numeral eight. Look at the word singing. Circle the word in the row that is the main part of the word singing. Find numeral nine. Look at the word chased. Circle the word in the row that is the main part of the word chased. Find numeral ten. Look at the word pulled. Circle the word in the row that is the main part of the word pulled.

MORE
DIRECTIONS FOR INVENTORY - LEVEL TWO

C/4

Understands Compounds

Sometimes we put two words together to make a new word. When we do not change any part of the two words, we call the new word a compound word. When we put the words fire and man together, we have the compound word fireman.

Find numeral eleven. Next to numeral eleven is the word lunchbox. Look at the three small words next to the word lunchbox. Circle the two small words that make up the compound word lunchbox.

Find numeral twelve. Next to the numeral twelve is the word outside. Look at the three small words next to the word outside. Circle the two small words that make up the compound word outside.

Find numeral thirteen. Next to numeral thirteen are three words: baseball, balloon, badly. Circle the word that is a compound word.

Find numeral fourteen. Next to numeral fourteen are three words: mother, maybe, and morning. Circle the word that is a compound word.

Find numeral fifteen. Next to numeral fifteen are three words: guessing, greener, grandfather. Circle the word that is a compound word.

Turn to page 79.

D/2

Associates Picture with Phrases

We are going to match pictures with groups of words. Groups of words are called phrases.

Find numeral one. Look at the picture next to the numeral one. Next to the picture are three groups of words or phrases. Circle the phrase that tells about the picture.

Find numeral two. Look at the picture next to the numeral two. Next to the picture are three phrases. Circle the phrase that tells about the picture.

Find numeral three. Look at the picture next to the numeral three. Next to the picture are three phrases. Circle the phrase that tells about the picture.

Find numeral four. Look at the picture next to numeral four. Next to the picture are three phrases. Circle the phrase that tells about the picture.

Find numeral five. Look at the picture next to the numeral five. Next to the picture are three phrases. Circle the phrase that tells about the picture.

MORE
DIRECTIONS FOR INVENTORY - LEVEL TWO

D/3

Use Context Clues

Sometimes, when we cannot read one word in a sentence, the rest of the sentence can help us guess what the word might be. For example, if we read this sentence: The dog wagged his______., but do not know the last word, we can guess what word would make good sense. Tail. The dog wagged his tail.

Find numeral six. Look at the pictures of the umbrella, bicycle, and moon. Circle the picture that makes sense at the end of this sentence. When it rains, I carry my ____________.

Find numeral seven. Look at the pictures of the eyeglasses, flower, and glass. Circle the picture that makes sense at the end of this sentence. David poured some milk into a __________.

Find numeral eight. Look at the pictures of the matches, telephone, and letter. Circle the picture that makes sense at the end of this sentence. My friend called me on the ______________________.

Find numeral nine. Look at the picture of the mouse, table, and book. Circle the picture that makes sense at the end of this sentence. Joseph was reading a ________.

Find numeral ten. Look at the picture of the fork, sailboat, and airplane. Circle the picture that makes sense at the end of this sentence On our vacation, we traveled over the mountains in an _________________.

E/3

Recalls Specific Facts

You are going to hear a story. After I read the story, I will ask you some questions about it.

Listen to the story.

> "There are many cars in a big city. Sometimes it seems like they're all on the streets with their horns blowing. On a rainy day, the cars seem barely to move at all."

Look at the words next to numeral eleven. They are horns, shouting, and hammering. Circle the word that tells what sound the story talks about.

Look at the words next to numeral twelve. They are clear day, rainy day, and sunny day. Circle the words that tell the kind of day it is when cars seem barely to move.

Listen very carefully to this story.

> "In the distance you could hear the drums. The parade was about to begin. First the clowns came by, followed by the elephants."

Look at the words next to numeral thirteen. They are horns, clapping, and drums. Circle the answer that tells what sound could be heard in the distance.

Look at the words next to numeral fourteen. They are elephants, clowns, and monkeys. Circle the answer that tells who was first in the parade.

(Continued on next page.)

MORE
DIRECTIONS FOR INVENTORY - LEVEL TWO

E/3

Listen to this story.

> "On a clear, windy day, John was flying his kite in tne park. Soon his friends joined him with their kites."

Look at the words next to the numeral fifteen. They are on a hill, at the beach, and in a park. Circle the answer that tells where John flew his kite.

Turn to page 80.

E/4

Recalls Sequence of Events

You are going to listen to some stories. After I read each story I will ask you to tell when things happened in the story--first--last--or in the middle of the story.

Find numeral one and listen.

> "Before Margaret went swimming, she checked the temperature to see if the water was warm enough. Then she put on her bathing cap."

Circle the picture that shows what Margaret did first.

Find numeral two and listen.

> "A dark cloud came over the sky. It rained a little; then everything was still. When the tornado hit, the house flew into the air."

Circle the picture that shows what happened last in the story.

Find numeral three and listen.

> "Jack planted a small seed from his pumpkin. The next year a pumpkin grew right in his own yard. He made it into a Jack-O-Lantern."

Circle the picture that shows what happened first in the story.

Find numeral four and listen.

> "Mark got a special birthday present. It was a model airplane. He put it together all by himself. Then he went outside to fly it."

Circle the picture that shows what Mark did last.

Find numeral five and listen.

> "One snowy day, Tony made a snowball. It grew larger as he rolled it over the snow. Then he made a perfect snowman."

Circle the picture that shows what Tony did last.

MORE
DIRECTIONS FOR INVENTORY - LEVEL TWO

Makes Inferences

F/1 We are going to play a riddle game. I will give you some clues, and then I'll ask you to solve the riddle.

Find numeral six. There are pictures of a cloud, plane, and kite. Listen to these clues. Ken saw something in the sky. It was long and silver and it left a white trail behind. Circle the picture that shows what Ken saw.

Find numeral seven. There are pictures of a dog in a yard, dog in a bed, and dog in a cage. Listen to these clues. The dog dug a big hole in the ground to bury his bone. Circle the picture that shows where the dog is.

Find numeral eight. There are pictures of a dentist's office, schoolyard, and supermarket. Listen to these clues. "Please let me go, too," said Sarah. "I want to ride in the car and help pick the fool." Circle the picture that shows where Sarah wants to go.

Find numeral nine. There are pictures of a winter day, summer day, and fall day. Listen to these clues. The air is cold and the ground is frozen. Mark is thinking of his sled and snowman. Circle the picture that shows what season of the year it is.

Find numeral ten. There are pictures of Halloween, Thanksgiving, and Valentine's Day. Listen to these clues. David put his Jack-O-Lentern on the front porch. Then he sat and waited for the door bell to ring. Circle the picture that shows what special day it is.

Turn to page 81.

MORE
DIRECTIONS FOR INVENTORY - LEVEL TWO

F/2

Infers Motives and Feelings of Story Characters

We are going to talk about how people feel. If you understand why somebody in a story does something, you will understand the story better.

Find numeral one. Listen to the story I tell you and then answer the question by drawing a circle around the correct letter. Listen.

> "The other boys in the neighborhood would never play with Bruce. Every time he asked them, they always said he was too young. One day Bruce saw a baseball that had been hit over the fence. It belonged to the big boys. He quickly picked it up and threw it in a garbage can."

Why did Bruce throw away the ball? Circle the letter beside the correct answer.

Find numeral two. Listen to the story

> "The recess bell rang, and all the children lined up at the door. All except Nina. She sat very quiet with her head on the desk and her eyes closed, pretending she was asleep."

Which sentence about Nina is true? Circle the letter beside the correct answer.

Find numeral three. Listen to this story.

> "All right," screamed Mrs. Brown. "There were two cookies on this dish and now there is only one. Who took it?" She looked around at the children. Susan's face was hidden, and a big tear was coming down her face."

Why was Susan crying? Circle the letter beside the correct answer.

Find numeral four. Listen to this story.

> "David never talked to anyone in school. He always walked quietly into the classroom and went immediately to his seat. Whenever the other kids or the teacher would speak to him, his face would become very red, and he would stutter and stammer."

What kind of boy was David? Circle the letter beside the correct answer.

Find numeral five. Listen to this story.

> "Every evening at seven o'clock George's mother went to the back door and called, "George, it's time for you to go to bed." As soon as George heard his mother call he ran behind the garage where he always hid."

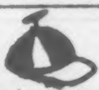
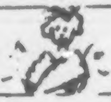
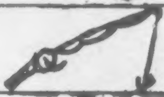
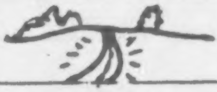
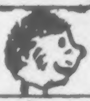
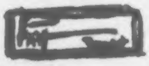
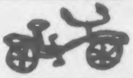
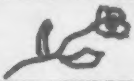
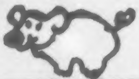
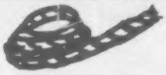
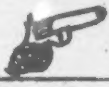
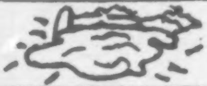
Why did George hide? Circle the letter beside the correct answer.

MORE
LEVEL TWO INVENTORY
KEY

Name **Date:**

A/6	1.		Yes	No
	2.		Yes	No
	3.		Yes	No
	4.		Yes	No
	5.		Yes	No
A/7	6.		Yes	No
	7.		Yes	No
	8.		Yes	No
	9.		Yes	No
	10.		Yes	No
A/8	11.		Yes	No
	12.		Yes	No
	13.		Yes	No
	14.		Yes	No
	15.		Yes	No

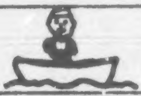
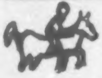
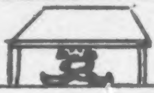
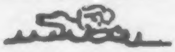
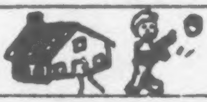
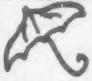
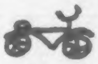
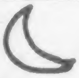
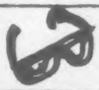
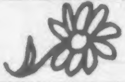
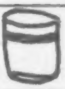
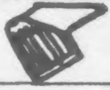
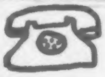
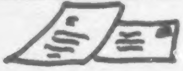
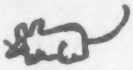
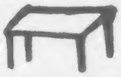
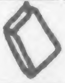
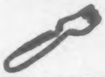
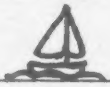
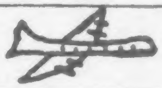
MORE
LEVEL TWO INVENTORY
KEY

A/9	1.		 
	2.		 
	3.		 
	4.		  
	5.		  
B/7	6.		gl gr cl
	7.		wr wh sm
	8.		str spr scr
	9.		thr scr tw
	10.		sh ch th
B/8	11.		ck nt nk
	12.		mp ck nd
	13.		ck ch sh
	14.		nk ck sh
	15.		ch nd lp

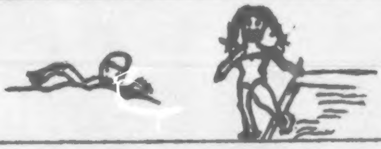
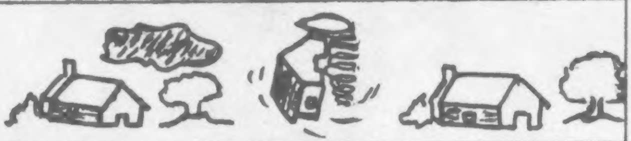
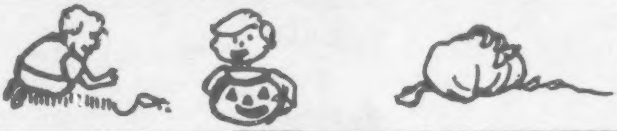
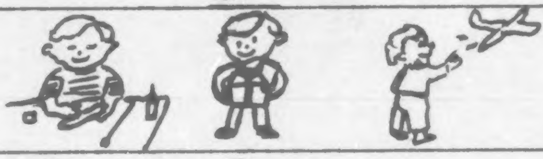
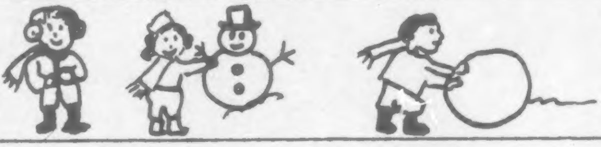
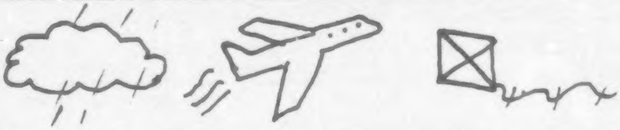
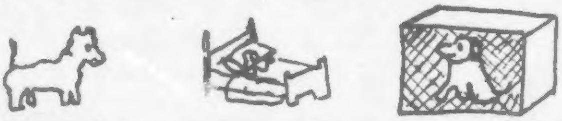
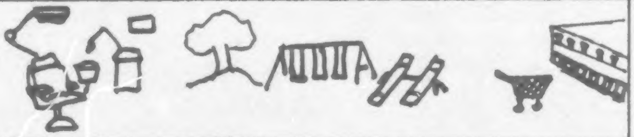
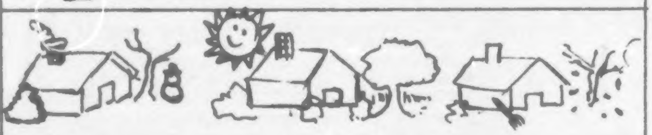
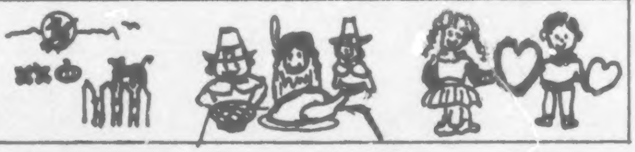
MORE
LEVEL TWO INVENTORY
KEY

C/2	1.			rakes	
	2.			teaches	
	3.	switches	wit	switch	witches
	4.	boxes	box	boxe	oxes
	5.	wants	wan	wanted	want
C/3	6.			danced	
	7.			washed	
	8.	singing	song	sing	sang
	9.	chased	chasing	choose	chase
	10.	pulled	pull	pulling	puil
C/4	11.	lunchbox	lunch	late	box
	12.	outside	in	side	out
	13.		baseball	balloon	badly
	14.		mother	maybe	morning
	15.		guessing	greener	grandfather

MORE
LEVEL TWO INVENTORY
KEY

D/2	1.		in a boat	under a boat	on a boat
	2.		by a horse	on a horse	off a horse
	3.		on a table	in a table	under a table
	4.		in a lake	by a lake	on a lake
	5.		outside a house	in a house	on a house
D/3	6.				
	7.				
	8.				
	9.				
	10.				
E/3	11.		horns	shouting	hammering
	12.		clear day	rainy day	sunny day
	13.		horns	clapping	drums
	14.		elephants	clowns	monkeys
	15.		on a hill	at the beach	in a park

MORE
LEVEL TWO INVENTORY
KEY

E/4	1.		
	2.		
	3.		
	4.		
	5.		
F/1	6.		
	7.		
	8.		
	9.		
	10.		

MORE
LEVEL TWO INVENTORY
KEY

F/2	1.		a. He didn't like baseball. b. He was mad at the big boys. c. He didn't know whose it was.
	2.		a. She had many friends in school. b. She didn't want to play with them. c. She has many borthers and sisters.
	3.		a. She didn't like cookies. b. She was afraid of Mrs. Brown. c. Mrs. Brown hit her.
	4.		a. He was always playing tricks. b. He was very smart. c. He was very shy.
	5.		a. He liked to play "Hide and Seek". b. He was very sleepy. c. He didn't like to go to bed.

MORE

4. DIRECTIONS FOR INVENTORY - LEVEL THREE

A/10 Hears Number of Syllables	We are going to listen for parts or syllables of words. Some words have only one syllable. Others have more than one syllable. Find numeral one. The word next to one is mountain. Think how many party you hear in the word mountain. Circle the numeral in the row that tells how many parts you hear in the word mountain. Find numeral two. Listen to the word successful. Circle the numeral that tells how many parts you hear in the word successful. Find numeral three. Listen. Like. Curcle the numeral that tells how many parts you hear in the word like. Find numeral four. Listen. Wondering. Circle the correct numeral. Wondering. Find numeral five. Listen. Teacher. Circle the correct numeral. Teacher.
A/11 Recognizes Silent Letters	Sometimes there are letters in a word that do not stand for any sound. These are called silent letters. Silent letters are seen, but not heard. Find numeral six. The word next to numeral six is lamb. Look at the letters in the row. One of the letters is seen in the word lamb, but not heard. Circle the letter that is silent in thw word lamb. Find numeral seven. The word next to numeral seven is ghost. Circle the letter that is silent in the word ghost. Find numeral eight. The word is listen. Circle the letter that is silent in the word listen. Find numeral nine. The word is sign. Circle the silent letter in the word sign. Find numeral ten. The word is calf. Circle the silent letter in the word calf.

MORE
DIRECTIONS FOR INVENTORY - LEVEL THREE

A/12

Hears Vowels with "r"

We are going to listen to vowel sounds in words. Some words have the same vowel sound in the middle, and some words have different vowel sounds in the middle.

Find numeral eleven. Listen to the middle sound of these words. Farm. Start. Circle yes if they have the same vowel sound in the middle. Circle no if they have different vowel sounds in the middle. Listen again. Farm. Start.

Find numeral twelve. Listen to the middle sound of these words. Fern. Short. Circle yes or no. Listen again. Fern. Short.

Find numeral thirteen. Listen to the middle sound of these words. Bird. Fork. Circle yes or no. Listen again. Bird. Fork.

Find numeral fourteen. Listen to the middle sound of these words. Hurt. Burst. Circle yes or no. Listen again. Hurt. Burst.

Find numeral fifteen. Listen to the middle sound of these words. Cart. Torn. Circle yes or no. Listen again. Cart. Torn.

Turn to page 91.

A/13

Hears Vowel Diphthongs

We are going to listen to words that have the same middle sound and words that have different middle sounds.

Find numeral one. Next to numeral one are the words yes and no. I will say two words. Listen to the middle sound in each. Howl. Soil. If the words have the same middle sound, circle yes. If the words have different middle sounds, circle no. Listen again. Howl. Soil.

Find numeral two. Listen to the middle sound of these words. Round. Mouse. Circle yes if they have the same middle sound. Circle no if they have a different middle sound. Listen. Round. Mouse.

Find numeral three. Listen to the middle sound of these words. Toys. Strewn. Circle yes or no. Listen again. Toys. Strewn.

Find numeral four. Listen to the middle sounds of these words. Joys. Floyd. Circle yes or no. Listen. Joys. Floyd.

Find numeral five. Listen to the middle sound of these words. Moon. Book. Circle yes or no. Listen. Moon. Book.

MORE
DIRECTIONS FOR INVENTORY - LEVEL THREE

B/9

Associates Vowels With "r" and "l"

(Note: Teacher do not spell the vowel sound as e-r. Pronounce it like er.)

When the letters "r" and "l" follow a vowel, they change the sound of the vowel. For example: Cat. Cart. The "r" in cart changes the vowel sound.

Find numeral six. Read the words in the row to yourself. Circle the word that has the "er" sound in it.

Find numeral seven. Read the words in the row to yourself. Circle the word that has the "aw" sound in it.

Find numeral eight. Read the words in the row to yourself. Circle the word that has the "er" sound in it.

Find numeral nine. Read the words in the row to yourself. Circle the word that has the "ar" sound in it.

Find numeral ten. Read the words in the row to yourself. Circle the word that has the "or" sound in it.

B/10

Associates Vowel Digraphs

We are going to listen for some pairs of letters that stand for one sound.

Find numeral eleven. Look at the three pairs of letters. Listen to this word. Play. Circle the pair of letters that stands for the ending sound in the word play.

Find numeral twelve. Look at the three pairs of letters. Listen to this word. Bead. Circle the pair of letters that stands for the middle sound in the word bead.

Find numeral thirteen. Look at the three pairs of letters. Listen to this word. Goat. Circle the pair of letters that stands for the middle sound in the word goat.

Find numeral fourteen. Look at the three pairs of letters. Listen to this word. Tree. Circle the pair of letters that stands for the middle sound in the word tree.

Find numeral fifteen. Look at the three pairs of letters. Listen to this word. Train. Circle the pair of letters that stands for the middle sound in the word train.

Turn to page 92.

MORE
DIRECTIONS FOR INVENTORY - LEVEL THREE

B/11 Associates Vowel Diphthongs	We are going to listen for some pairs of letters that stand for one sound. Find numeral one. There are three pairs of letters in the row. Listen to this word. Clown. Circle the pair of letters that stands for the middle sound in the word clown. Find numeral two. Listen to this word. Noise. Circle the pair of letters that stands for the middle sound in the word noise. Find numeral three. Listen to this word. Crawl. Circle the pair of letters that stands for the middle sound in the word crawl. Find numeral four. Listen to this word. Joys. Circle the pair of letters that stands for the middle sound in the word joys. Find numeral five. Listen to this word. Stood. Circle the pair of letters that stands for the middle sound in the word stood.
B/12 Associates Long and Short Vowels	You are going to listen for the long and short vowel sounds. Find numeral six. Listen to this word. Sock. Circle the letter in the row that stands for the vowel sound in sock. Find numeral seven. Listen to this word. Cute. Circle the letter that stands for the vowel sound in cute. Find numeral eight. Listen to this word. Heat. Circle the letter that stands for the vowel sound in heat. Find numeral nine. Listen to this word. Trick. Circle the letter that stands for the vowel sound in trick. Find numeral ten. Listen to this word. Pain. Circle the letter that stands for the vowel sound in pain.

MORE
DIRECTIONS FOR INVENTORY - LEVEL THREE

C/5

Identifies Comparative Endings "er"-"est"

We are going to look at letters we put at the ends of words when we compare two or more things.

Find numeral eleven. Look at the three words in the row. Listen carefully and circle the word I say. Ugliest. Ugliest.

Find numeral twelve. Look at the three words in the row. Listen care- and circle the word I say. Sad. Sad.

Find numeral thirteen. Look at the word high and the two endings. Circle the ending you would add to the word high to make the word higher.

Find numeral fourteen. Look at the word strong and the two endings. Circle the ending you would add to the word strong to make the word strongest.

Find numeral fifteen. Look at the word loud and the two endings. Circle the endings you would add to the word loud to make the word louder.

Turn to page 93.

C/6

Understands Contractions

We are going to talk about contractions.

Find numeral one. Next to numeral one is the word couldn't. Look at the three small words next to the word couldn't. Circle the two words that were used to make the contraction couldn't.

Find numeral two. Next to numeral two is the word I've. Circle the two words that were used to make the contraction I've.

Find numeral three. Next to numeral three are the words you and would. Look at the three contractions next to the words you and would. Circle the contraction that is made when you put the words you and would together.

Find numeral four. Next to numeral four are the words are and not. Circle the contraction that is made when you put the words are and not together.

Find numeral five. Next to numeral five are the words has and not. Circle the contraction that is made when you put the words has and not together.

MORE
DIRECTIONS FOR INVENTORY - LEVEL THREE

C/7 Understands Possessive "s"	We show something belongs to someone by adding an apostrophe and the letter "s" to the base word. Find numeral six. Next to numeral six are two words. They both say friends. Circle the one you would use in this sentence: My friend's house is pretty. Find numeral seven. Next to numeral seven are two words. They both say books. Circle the one you would use in this sentence: I have three books in my desk. Find numeral eight. Read the sentence next to numeral eight. Circle the correct word to finish the sentence. Find numeral nine. Read the question. Circle the correct word. Find numeral ten. Read the sentence. Circle the correct word.
D/4 Associates Pictures with Sentences	We are going to read sentences and find the matching picture. Find numeral eleven. Look at the picture next to numeral 11. Circle the letter of the sentence that matches the picture. Find numeral twelve. Look at the picture. Circle the letter of the sentences that matches the picture. Find numeral thirteen. Look at the picture. Circle the letter of the sentence that matches the picture. Find numeral fourteen. Look at the picture. Circle the letter of the sentence that matches the picture. Find numeral fifteen. Look at the picture. Circle the letter of the sentence that matches the picture. Turn to page 94.

MORE
DIRECTIONS FOR INVENTORY - LEVEL THREE

E/5

Understands Main Idea

We are going to read some stories and choose the title that tells the main idea.

Find numeral one. Next to numeral one is a story of three titles. Read the story and circle the letter of the title that tells the main idea.

Find numeral two. Read the story and circle the letter of the title that tells the main idea.

Find numeral three. Read the story and circle the letter of the title that tells the main idea.

Find numeral four. Read the story and circle the letter of the title that tells the main idea.

Find numeral five. Read the story and circle the letter of the title that tells the main idea.

Turn to page 95.

F/3

Predicts Outcomes

You are going to help me finish some stories. I'll read a part of a story to you. Then you will choose the way you think the story will end.

Find numeral one. Listen to this story:
"It was Michael's birthday. There was the birthday cake with nine lighted candles. What will happen next?"
Look at the three answers. Circle the letter of the sentence that tells what will probably happen.

Find numeral two. Listen to this story:
"Mother got the meat and vegetables out of the refrigerator. After cleaning them, she put them into a pot on the stove and turned on the flame. What will happen next?"
Circle the letter of the sentence that tells what will probably happen.

Find numeral three. Listen to this story:
"Margaret got a dish towel and then went to the sink. What will Margaret probably do?"
Circle the letter of the sentence that tells what will probably happen.

Find numeral four. Listen to this story:
"It was a rainy afternoon. Jack got out his paper and crayons. What will Jack probably do next?"
Circle the letter of the sentence that tells what will probably happen.

Find numeral five. Listen to this story:
"Bill's father said, "If you clean up your room, you may go to the movies." Bill sat and watched T.V. What will probably happen?"
Circle the letter of the sentence that tells what will probably happen.

MORE
DIRECTIONS FOR INVENTORY - LEVEL THREE

F/4

Draws Logical Conclusions

You are going to play detective. I'll give you some clues, then you can solve the mystery by answering a question.

Find numeral six. Listen to these clues:

> "Miguel could speak only Spanish. When he went to school for the first time he wanted to be friendly with the other students. What di Miguel do when the students came up to him?"

Circle the letter of the correct answer.

Find numeral seven. Listen to these clues:

> "It was Halloween. Bob had to finish his dinner before he could go trick-or-treating. What did Bob do?"

Circle the letter of the correct answer.

Find numeral eight. Listen to these clues:

> "Jake wanted to go skating with his friends. Jake didn't have any skates. What did Jake do?"

Circle the letter of the correct answer.

Find numeral nine. Listen to these clues:

> "Sylvester the cat loved to chase mice. One day a mouse walked right by Sylvester. What did Sylvester do?"

Circle the letter of the correct answer.

Find numeral ten. Listen to these clues.

> "Mrs. Brown choose Susan to be the princess in the school play. Susan got the mumps. What did Mrs. Brown do?"

Circle the letter of the correct answer.

MORE
LEVEL THREE INVENTORY
KEY

Name   Date:

A/10	1.	mountain	1	2	3
	2.	successful	1	2	3
	3.	like	1	2	3
	4.	wondering	1	2	3
	5.	teacher	1	2	3
A/11	6.	lamb	m	b	e
	7.	ghost	s	t	h
	8.	listen	e	n	t
	9.	sign	g	n	i
	10.	calf	l	f	c
A/12	11.		Yes	No	
	12.		Yes	No	
	13.		Yes	No	
	14.		Yes	No	
	15.		Yes	No	

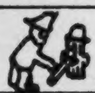
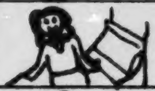
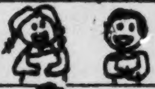
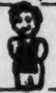
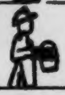
MORE
LEVEL THREE INVENTORY
KEY

A/13	1.		Yes	No	
	2.		Yes	No	
	3.		Yes	No	
	4.		Yes	No	
	5.		Yes	No	
B/9	6.		nor	harm	germ
	7.		halt	felt	chart
	8.		mark	curl	cord
	9.		card	bird	curve
	10.		bulk	tart	torn
B/10	11.		ee	ir	ay
	12.		ai	ea	oa
	13.		oa	ai	or
	14.		er	ee	ai
	15.		aw	ar	ai

MORE
LEVEL THREE INVENTORY
KEY

B/11	1.		oi	ow	ew		
	2.		ow	oi	aw		
	3.		ow	aw	oy		
	4.		ou	ow	oy		
	5.		oo	oa	or		
B/12	6.		a	e	i	o	u
	7.		a	e	i	o	u
	8.		a	e	i	o	u
	9.		a	e	i	o	u
	10.		a	e	i	o	u
C/5	11.		uglier	ugly	ugliest		
	12.		sadder	saddest	sad		
	13.	high	er	est			
	14.	strong	er	est			
	15.	loud	est	er			

MORE
LEVEL THREE INVENTORY
KEY

C/6	1.	couldn't	can	not	could
	2.	I've	have	I	will
	3.	you would	you'll	you're	you'd
	4.	are not	aren't	arn't	areno't
	5.	has not	haven't	hasn't	hasen't
C/7	6.		friend's	friends	
	7.		books	book's	
	8.		The (bees, bee's) are in the hive.		
	9.		Is this (Sues, Sue's) coat?		
	10.		Dan has a lot of toy (boat's, boats).		
D/4	11.		a. The water is washing the street. b. The fireman is turning off the water. c. The fireman is putting out the fire.		
	12.		a. The little girl is sleeping in bed. b. The little girl is looking at T.V. c. The little girl is getting out of bed.		
	13.		a. The friends laughed at the funny joke. b. The friends walked together. c. The friends started to read.		
	14.		a. The boy opened the gift. b. The boy fell with the gift. c. The boy carried the gift.		
	15.		a. The milkman is buying the milk. b. The milkman is bringing the milk. c. The milkman is drinking the milk.		

MORE
LEVEL THREE INVENTORY
KEY

E/5	1.	It snowed and snowed all day. Many people didn't like all that snow. But Ted was happy. Now he could use his new sled.	a. Making a Snowman b. A Happy Boy c. A Rainy Day
	2.	Marie could not believe her eyes. Right there on the sidewalk was something green. It was a dollar bill	a. Good Luck for Marie b. Sidewalks in Our Town c. Playing Outside
	3.	Sandy had a loose tooth. She pulled and pulled at it, but it would not come out. One night the tooth came out all by itself.	a. Sandy's Loose Tooth b. A Long Night c. Going to the Dentist
	4.	The surprise was on its way. The children could hardly wait. At last it came. It was a new color television.	a. The Surprise b. Children I Like c. The Best TV Show
	5.	The alarm clock rang. Judy jumped up and began to get dressed for school. Then she remembered it was Saturday.	a. One Saturday Morning b. Getting Dressed c. Waking Up

MORE
LEVEL THREE INVENTORY
KEY

F/3	1.		a. Michael will blow out the candles. b. Muchael will cut the cake. c. Michael will light the candles.
	2.		a. Mother will go shopping. b. Mother will set the table. c. Mother will get ready for bed.
	3.		a. Margaret will dry her hair. b. Margaret will dry the dishes. c. Margaret will set the table.
	4.		a. Jack will go out to play. b. Jack will draw a picture. c. Jack will watch television.
	5.		a. Bill's father will go to the movies. b. Bill will go to the movies. c. Bill will not go to the movies.
F/4	6.		a. He said "hello" in English. b. He didn't speak to anyone. c. He said "hello" in Spanish.
	7.		a. He ate as slowly as he could. b. He only ate his dessert. c. He ate as quickly as he could.
	8.		a. He borrowed a pair of skates. b. He went without skates. c. He borrowed a bike.
	9.		a. He ran away from the mouse. b. He chased his own tail. c. He ran after the mouse.
	10.		a. She cancelled the play. b. She put on the play without that part. c. She let another girl play the part.

5. PRIMARY INDIVIDUAL PROFILE SHEET

Scoring Key + (0 - 1 error)
per Objective - (2 - 5 errors)

Student Name: ______________________________ **Student Number:** ______________________________

MORE________ MORE________

Grade One

Publisher________________

Teacher: School: Date:

Grade Two

Publisher________________

Teacher: School: Date:

	OBJECTIVES	Pre Test	Post Test		OBJECTIVES
A/1	Matches Letters			A/6	Hears Initial Blends & Digraphs
A/2	Matches Words			A/7	Hears Final Blends & Digraphs
A/3	Hears Rhymes			A/8	Hears Long & Short Vowels
A/4	Hears Initial Consonants			A/9	Identifies Long & Short Vowels
A/5	Hears Final Consonants			B/7	Associates Initial Digraphs & Blends
B/1	Identifies Capital & Lower Case Letters			B/8	Associates Final Digraphs & Blends
B/2	Associates Capital & Lower Case Letters			C/2	Identifies "s," "es" Endings
B/3	Associates Initial Consonant Sounds			C/3	Identifies "d," "ed," "ing" Endings
B/4	Associates Final Consonant Sounds			C/4	Understands Compounds
B/5	Substitutes Initial Consonants			D/2	Associates Pictures with Phrases
B/6	Substitutes Final Consonants			D/3	Uses Context Clues
C/1	Identifies Singular & Plural Words			E/3	Recalls Specific Facts
D/1	Associates Pictures with Words			E/4	Recalls Sequence of Events
E/1	Follows Directions			F/1	Makes Inferences
E/2	Groups & Categorizes			F/2	Infers Motives & Feelings of Story Characters

CLASS PROFILE SHEET - Grade One

Scoring Key + (0 - 1 error)
per Objective - (2 - 5 errors)

School Year__________

School____________________

Teacher____________________

MORE Test____________

Publisher:

	A/1 Matches Letters	A/2 Matches Words	A/3 Hears Rhymes	A/4 Hears Initial Consonants	A/5 Hears Final Consonants	B/1 Identifies Capital & Lower Case	B/2 Associates Capital & Lower Case Letters	B/3 Associates Initial Consonant Sounds	B/4 Associates Final Consonant Sounds	B/5 Substitutes Initial Consonants	B/6 Substitutes Final Consonants	C/1 Identifies Singular & Plural Words	D/1 Associates Pictures & Words	E/1 Follows Directions	E/2 Groups & Categorizes	
Class Names: (Last name first)	Pre / Post	Pre / Post	Pre / Post	Pre / Post	Pre / Post	Pre / Post	Pre / Post	Pre / Post	Pre / Post	Pre / Post	Pre / Post	Pre / Post	Pre / Post	Pre / Post	Pre / Post	Comments:

CLASS PROFILE SHEET - Grade Two

Scoring Key per objective + (0 - 1 error)
- (2 - 5 errors)

School Year__________

School____________________

Teacher____________________

MORE Test__________

Publisher:____________________

Class Names: (Last name first)	A/6 Hears Initial Blends & Digraphs Pre/Post	A/7 Hears Final Blends & Digraphs Pre/Post	A/8 Hears Long & Short Vowels Pre/Post	A/9 Identifies Long & Short Vowels Pre/Post	B/7 Associates Initial Consonants Digraphs & Blends Pre/Post	B/8 Associates Final Consonant Digraphs & Blends Pre/Post	C/2 Identifies "s," "es" Endings Pre/Post	C/3 Identifies "d," "ed," "ing" Endings Pre/Post	C/4 Understands Compounds Pre/Post	D/2 Associates Pictures with Phrases Pre/Post	D/3 Uses Context Clues Pre/Post	E/3 Recalls Specific Facts Pre/Post	E/4 Recalls Sequence of Events Pre/Post	F/1 Makes Inferences Pre/Post	F/2 Infers Motives & Feelings of Story Characters Pre/Post	Comments:

CLASS PROFILE SHEET - Grade Three

Scoring Key + (0 - 1 error)
per Objective - (2 - 5 errors)

School Year__________

School ____________________

Teacher____________________

MORE Test________

Basa

Publisher:

Class Names: (Last name first)	A/10 Hears Number of Syllables	A/11 Recognizes Silent Letters	A/12 Hears Vowels with "r"	A/13 Hears Vowel Diphthongs	B/9 Associates Vowels with "r" & "l"	B/10 Associates Vowel Digraphs	B/11 Associates Vowel Diphthongs	B/12 Associates Long & Short Vowels	C/5 Identifies Comparative Endings "er" - "est"	C/6 Understands Contractions	C/7 Understands Possessive "s"	D/4 Associates Pictures with Sentences	E/5 Understands Main Idea	F/3 Predicts Outcomes	F/4 Draws Logical Conclusions	Comments:
	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	

Part IV: Testing Instruments: Korean

A/1a 글자 맞추기	같은 글자를 찾아 봅시다. 사과 그림을 보세요. 사과 옆에 있는 글자를 보세요. 그리고 그 다음에 써 놓은 글자들을 보세요. 사과 옆에 있는 글자와 같은 글자에 동그라미 치세요. 집 그림을 보세요. 집 옆에 있는 글자를 보세요. 그리고 그 다음에 써 놓은 글자들을 보세요. 집 옆에 있는 글자와 같은 글자에 동그라미 치세요. 종 그림을 보세요. 종 옆에 있는 글자를 보세요. 그리고 그 다음에 써 놓은 글자들을 보세요. 종 옆에 있는 글자와 같은 글자에 동그라미 치세요. 자동차 그림을 보세요. 자동차 옆에 있는 글자를 보세요. 그리고 그 다음에 써 놓은 글자들을 보세요. 자동차 옆에 있는 글자와 같은 글자에 동그라미 치세요. 풍선 그림을 보세요. 풍선 옆에 있는 글자를 보세요. 그리고 그 다음에 써 놓은 글자들을 보세요. 풍선 옆에 있는 글자와 같은 글자에 동그라미 치세요.
A/2 단어 맞추기	같은 말을 찾아 봅시다. 꽃 그림을 보세요. 꽃 옆에 있는 말을 보세요. 그리고 그 다음에 써 놓은 말들을 보세요. 꽃 옆에 있는 말과 같은 말에 동그라미 치세요. 손 그림을 보세요. 손 옆에 있는 말을 보세요. 그리고 그 다음에 써 놓은 말들을 보세요. 손 옆에 있는 말과 같은 말에 동그라미 치세요. 연 그림을 보세요. 연 옆에 있는 말을 보세요. 그리고 그 다음에 써 놓은 말들을 보세요. 연 옆에 있는 말과 같은 말에 동그라미 치세요. 여학생 그림을 보세요. 여학생 옆에 있는 말을 보세요. 그리고 그 다음에 써놓은 말들을 보세요. 여학생 옆에 있는 말과 같은 말에 동그라미 치세요. 의자 그림을 보세요. 의자 옆에 있는 말을 보세요. 그리고 그 다음에 써 놓은 말들을 보세요. 의자 옆에 있는 말과 같은 말에 동그라미 치세요.

A/3a

끝음절듣기

같은 자로 끝나는 말을 들어 봅시다. 병아리와 소쿠리는 둘이 다 같이 리 자로 끝납니다.

자전거 그림을 보세요. 자전거 옆에 있는 그림들을 보세요. 모자, 연, 외자가 있지요. 그중 또 같은 자로 끝나는 말 둘에 동그라미 치세요.

공 그림을 보세요. 공 옆에 있는 그림들을 보세요. 강아지, 고양이, 원숭이가 있지요. 그중 또같은 자로 끝나는 말 둘에 동그라미 치세요.

침대 그림을 보세요. 침대 옆에 있는 그림들을 보세요. 반지, 물개, 돼지가 있지요. 그중 또같은 자로 끝나는 말 둘이 동그라미 치세요.

우산 그림을 보세요. 우산 옆에 있는 그림들을 보세요. 뻐스, 기차, 자동차가 있지요. 그중 또 같은 자로 끝나는 말 둘에 동그라미 치세요.

해 그림을 보세요. 해 옆에 있는 그림들을 보세요. 선풍기, 전화, 비행기가 있지요. 그중 또같은 자로 끝나는 말 둘에 동그라미 치세요.

다음 페이지를 보세요.

A/4

첫자음듣기

말의 첫소리를 들어 봅시다. 공과 감은 둘이다 같은 소리로 시작합니다.

모자 그림을 보세요. 그 옆에 네, 아니오 라고 써 있지요. 인제 잘 들어 보세요. 눈, 낫. 눈하고 낫이 같은 소리로 시작하면 네 에 동그라미 치고 다른 소리로 시작하면 아니오 에 동그라미 치세요. 다시 들어 보세요. 눈, 낫.

달 그림을 보세요. 그리고 들어 보세요. 방, 돌, 방과 돌이 같은 소리로 시작하면 네에 동그라미 치고 다른 소리로 시작하면 아니오에 동그라미 시세요. 다시 들어 보세요. 방, 돌.

신발 그림을 보세요. 인제 들어 보세요. 삽, 배. 삽과 배가 같은 소리로 시작하면 네에 동그라미 치고 다른 소리로 시작하면 아니오 에 동그라미 치세요. 다시 들어 보세요. 삽, 배.

남자아이 그림을 보세요. 인제 들어 보세요. 산, 솜. 산과 솜이 같은 소리로 시작하면 네에 동그라미 치고 다른 소리로 시작하면 아니오 에 동그라미 치세요. 다시 들어 보세요. 산, 솜.

꽃 그림을 보세요. 인제 들어 보세요. 책, 창. 책과 창이 같은 소리로 시작하면 네에 동그라미 치고 다른 소리로 시작하면 아니오 에 동그라미 치세요. 다시 들어 보세요. 책, 창.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL ONE

A/5

말의 마지막 소리를 들어 봅시다. 감 과 솜 은 같은 소리로 끝납니다.

배 그림을 보세요. 그 옆에 네, 아니오 라고 써 있지요. 이제 잘 들어 보세요. 발, 돌. 발과 돌이 같은 소리로 끝나면 네에 동그라미 치고 다른 소리로 끝나면 아니오에 동그라미 치세요. 다시 들어 보세요. 발, 돌.

침대 그림을 보세요. 이제 들어 보세요. 공, 별. 공과 별이 같은 소리로 끝나면 네에 동그라미 치고 다른 소리로 끝나면 아니오에 동그라미 치세요. 다시 들어 보세요. 공, 별.

손 그림을 보세요. 이제 들어 보세요. 잠, 삽. 잠과 삽이 같은 소리로 끝나면 네에 동그라미 치고 다른 소리로 끝나면 아니오에 동그라미 치세요. 다시 들어 보세요. 잠, 삽.

자전거 그림을 보세요. 이제 들어 보세요. 문, 산. 문과 산이 같은 소리로 끝나면 네에 동그라미 치고 다른 소리로 끝나면 아니오에 동그라미 치세요. 다시 들어 보세요. 문, 산.

풍선 그림을 보세요. 이제 들어 보세요. 강, 총. 강과 총이 같은 소리로 끝나면 네에 동그라미 치고 다른 소리로 끝나면 아니오에 동그라미 치세요. 다시 들어보세요. 강, 총.

B/1a

선생님이 부르는 글자를 찾아 보기로 합시다.

인형 그림을 보세요. 그 옆에 있는 글자들을 보세요. 거기서 아 자를 찾아 동그라미 치세요.

별 그림을 보세요. 그 옆에 있는 글자를 보세요. 거기서 기역 자를 찾아 동그라미 치세요.

집 그림을 보세요. 그 옆에 있는 글자들을 보세요. 거기서 쌍시옷 을 찾아 동그라미 치세요.

의자 그림을 보세요. 그 옆에 있는 글자들을 보세요. 거기서 애 자를 찾아 동그라미 치세요.

연 그림을 보세요. 그 옆에 있는 글자들을 보세요. 거기서 미음 자를 찾아 동그라미 치세요.

다음 페이지를 보세요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL ONE

B/2a

선생님이 부르는 글자가 나오는 말을 찾아 보기로 합시다.

여자아이 그림을 보세요. 그 옆에 기역자가 있지요. 그 다음에 써 있는 말들을 보세요. 기역자가 들어 있는 말에 동그라미 치세요.

고양이 그림을 보세요. 그 옆에는 시옷자가 있어요. 시옷자가 들어 있는 말에 동그라미 치세요.

[illegible]

남자아이 그림을 보세요.그 옆에는 야 자가 있어요. 야 자가 들어 있는 말에 동그라미 치세요.

모자 그림을 보세요. 그 옆에는 디귿 자가 있어요. 디귿자가 들어 있는 말에 동그라미 치세요.

토끼 그림을 보세요. 그 옆에는 에자가 있어요. 에자가 들어 있는 말에 동그라미 치세요.

B/2b

선생님이 부르는 말을 찾아 봅시다.

공 그림을 보세요. 공 옆에 말이 셋 써 있지요. 잘 들어 보세요. 감. 감이라고 쓴 말에 동그라미 치세요. 다시 들어 보세요. 감.

벌 그림을 보세요. 인제 잘 들어 보세요. 손. 손 이라고 쓴 말에 동그라미 치세요. 다시 들어 보세요. 손.

[illegible]

배 그림을 보세요. 인제 들어 보세요. 양. 양이라고 쓴 말에 동그라미 치세요. 다시 들어 보세요. 양.

잎 그림을 보세요.인제 들어 보세요. 코. 코라고 쓴 말에 동그라미 치세요. 다시 들어 보세요. 코.

우산 그림을 보세요. 인제 들어 보세요. 책. 책이라고 쓴 말에 동그라미 치세요. 다시 들어 보세요. 책.

B/3 첫자음 익히기	말의 첫소리를 나타내는 글자를 찾아 봅시다. 들어 보세요. 말. 첫소리를 나타내는 글자가 무엇일까요? 맞았어요. 미음이에요. 해 그림을 보세요. 그 옆에 춤 그림이 있지요. 그 다음에 글자 셋이 있지요. 춤 할때, 그 시작하는 소리를 나타내는 글자에 동그라미 치세요. 자동차 그림을 보세요. 그 옆에 닭 그림이 있지요. 닭 할때, 그 시작하는 소리를 나타내는 글자에 동그라미 치세요. 풍선 그림을 보세요. 그 옆에 말 그림이 있지요. 말 할때, 그 시작하는 소리를 나타내는 글자에 동그라미 치세요. 책 그림을 보세요. 그 옆에 귤 그림이 있지요. 귤 할때, 그 시작하는 소리를 나타내는 글자에 동그라미 치세요. 다음 페이지를 보세요.
B/4 끝자음 익히기	말의 마지막 소리를 들어 봅시다. 별 할때 무슨 소리로 끝나지요? 맞았어요. 리을자로 끝납니다. 손 그림을 보세요. 그 옆에 잎 그림이 있지요. 그 다음에 글자가 셋이 있어요. 잎이 무슨 소리로 끝나는지 맞는 말에 동그라미 치세요. 풍선 그림을 보세요. 그 옆에 연 그림이 있지요. 연이 무슨 소리로 끝나는지 맞는 말에 동그라미 치세요. 의자 그림을 보세요. 그 옆에 귤 그림이 있지요. 귤이 무슨 소리로 끝나는지 맞는 말에 동그라미 치세요. 자동차 그림을 보세요. 그 옆에 밥 그림이 있지요. 밥이 무슨 소리로 끝나는지 맞는 글자에 동그라미 치세요. 별 그림을 보세요. 그 옆에 책 그림이 있지요. 책이 무슨 소리로 끝나는지 맞는 글자에 동그라미 치세요.

B/5

첫자음 대치하기

말속의 글자 하나를 바꾸면 다른 말이 될수 있지요. 공이란 말을 생각해 보세요. 기억자를 지읒자로 바꾸면 공이 종이 되지요. 새 말 만들기 놀이를 해 봅시다.

자전거 그림을 보세요. 그 옆에 발이라 써 있지요. 발에서 비읍자를 니은자로 바꾸면 무슨 말이 될까요? 그 말에 동그라미 치세요.

공 그림을 보세요. 그 옆에 손이라 써 있지요. 손에서 시옷자를 디귿자로 바꾸면 무슨 말이 될까요?그 말에 동그라미 치세요.

집 그림을 보세요. 그 옆에 잠이라 써 있지요. 잠에서 지읒자를 비읍자로 바꾸면 무슨 말이 될까요? 맞는 그림에 동그라미 치세요.

해 그림을 보세요. 그 옆에 문이라 써 있지요. 문에서 미음자를 니은자로 바꾸면 무슨 말이 될까요?맞는 그림에 동그라미 치세요.

침대 그림을 보세요. 그 옆에 공이라 써 있지요. 공에서 기억자를 치읓자로 바꾸면 무슨 말이 될까요? 맞는 그림에 동그라미 치세요.

B/6

끝자음 대치하기

이제는 말의 마지막 글자를 바꾸어 봅시다. 산이란 말을 생각해 보세요. 산에서 니은자를 이응자로 바꾸면 산이 상이 되지요.

닭 그림을 보세요. 그 옆에 집이라고 써 있지요. 집에서 비읍을 미음으로 바꾸면 무슨 말이 될까요? 맞는 말에 동그라미 치세요.

신발 그림을 보세요. 그 옆에 감이라고 써 있지요. 감에서 미음을 니은으로 바꾸면 무슨 말이 될까요?맞는 말에 동그라미 치세요.

종 그림을 보세요. 그 옆에 막이라고 써 있지요. 막에서 기억을 리을로 바꾸면 무슨 말이 될까요?맞는 말 그림에 동그라미 치세요.

염소 그림을 보세요. 그 옆에 별이라고 써 있지요. 별에서 리을을 이응으로 바꾸면 무슨 말이 될까요? 맞는 말 그림에 동그라미 치세요.

꽃 그림을 보세요. 그 옆에 솜이라고 써 있지요. 솜에서 미음을 니은으로 바꾸면 무슨 말이 될까요?맞는 말 그림에 동그라미 치세요.

다음 페이지를 보세요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL ONE

C/1a

[illegible]

사람, 짐승, 물건등을 셀때 우리는 거기 맞는 말을 씁니다. 그래서 새 한마리, 책 두권 합니다. 여러가지 세는 말을 생각해 봅시다.

모자 그림을 보세요. 그 옆에 말 그림이 있지요. 말을 셀때 어떻게 하지요? 말 두마리 하나요?말 두사람 하나요?맞는말에 동그라미 치세요.

달 그림을 보세요. 그 옆에 학생 그림이 있지요. 우리가 학생 한 사람 하나요, 한마리 하나요?맞는 말에 동그라미 치세요.

신발 그림을 보세요. 그 옆에 연필 그림이 있지요. 우리가 연필 두마리 하나요, 두자루 하나요? 맞는 말에 동그라미 치세요.

남자아이 그림을 보세요. 그 옆에 종이 그림이 있지요 우리가 종이 두장 하나요, 두권 하나요? 맞는 말에 동그라미 치세요.

별 그림을 보세요. 그 옆에 자동차 그림이 있지요. 우리가 자동차 한거리 하나요, 한대 하나요?맞는 말에 동그라미 치세요.

C/1b

[illegible]

어떤말 다음에 —이를 쓰고 어떤말 다음에 —가를 쓰는지 알아 봅시다.
우리는 달이 크다 할때는 —이를 쓰고 새가 크다 할때는 —가를 씁니다.

풍선 그림을 보세요. 그 옆에 책 그림이 있지요. 책이 있다고 합니까, 책가 있다고 합니까? 맞는말에 동그라미 치세요.

의자 그림을 보세요. 그 옆에 배 그림이 있지요. 배이 간다고 합니까? 배가 간다고 합니까? 맞는말에 동그라미 치세요.

인형 그림을 보세요. [illegible] 옆에 공그림이 있지요. 공이 좋다고 합니까? 공이가 좋다고 합니까? 맞는말에 동그라미 치세요.

고양이 그림을 보세요. 그 옆에 모자 그림이 있지요. 모자이 이쁘다고 합니까? 모자가 이쁘다 고 합니까? 맞는말에 동그라미 치세요.

자동차 그림을 보세요. 그 옆에 달 그림이 있지요. 달이 떴다고 합니까? 달가 떴다고 합니까? 맞는 말에 동그라미 치세요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL ONE

D/1 그림과 단어 맞추기

그림에 맞는 말을 찾아 보기로 합시다.

연 그림을 보세요. 그 옆에 새 그림이 있지요. 그 다음 써 있는 말 중에서 맞는 말에 동그라미 치세요.

꽃 그림을 보세요. 그 옆에 해 그림이 있지요. 그 다음 써 있는 말 중에서 맞는 말에 동그라미 치세요.

손 그림을 보세요. 그 옆에 쥐 그림이 있지요. 그 다음 써 있는 말 중에서 맞는 말에 동그라미 치세요.

개 그림을 보세요. 그 옆에 집 그림이 있지요. 그 다음 써 있는 말 중에서 맞는 말에 동그라미 치세요.

총 그림을 보세요. 그 옆에 옷 그림이 있지요. 그 다음 써 있는 말 중에서 맞는 말에 동그라미 치세요.

다음 페이지를 보세요.

E/1 지시사항 따르기

선생님 말 잘듣고 하라는 대로 하세요.

사과 그림을 보세요. 그 옆에 남학생들 그림이 있지요. 뒷짐을 지고 있는 학생 그림에 동그라미 치세요.

집 그림을 보세요. 그 옆에 책, 연필, 종이 그림이 있지요.
연필과 종이 사이에 동그라미 그려 넣으세요.

달 그림을 보세요. 그 옆에 신발, 넥타이, 옷, 모자가 있지요.
넥타이에서 모자까지 줄을 그으세요.

배 그림을 보세요. 그 옆에 꽃 그림이 있지요. 그 꽃들 중에서 제일 큰 꽃에 동그라미 치세요.

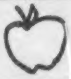
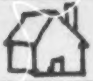
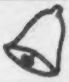
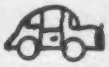
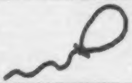
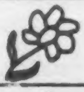
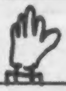
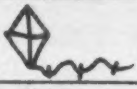
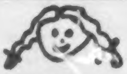
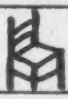
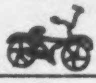
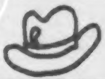
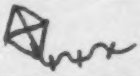
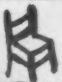
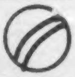
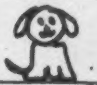
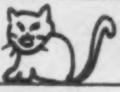
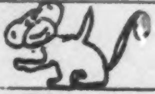
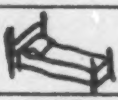
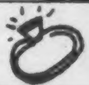
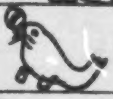
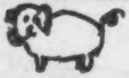
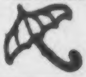
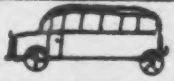
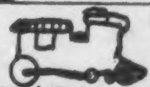
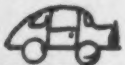
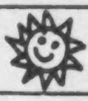
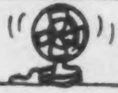
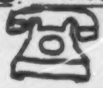
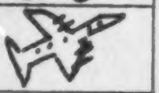
연 그림을 보세요. 그 옆에 바나나, 사과, 수박 그림이 있지요. 사과 위에 줄을 그으세요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL ONE

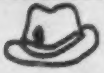
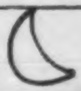
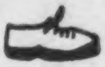
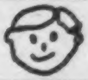
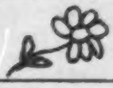
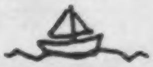
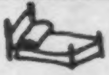
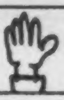
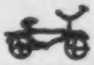
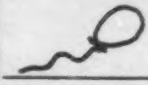
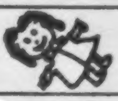
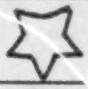
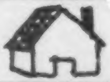
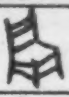
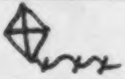
E/2 같은 종류 분간하기	같은 종류 끼리 갈라 놓아 봅시다. 풍선 그림을 보세요. 그 옆에 붕어, 새, 비행기, 연, 그림이 있지요. 같은 종류가 아닌것에 동그라미 치세요. 외차 그림을 보세요. 그 옆에 자전거, 배배비, 자동차, 버스 그림이 있지요. 같은 종류가 아닌것에 동그라미 치세요. 자전거 그림을 보세요. 그 옆에 수저, 강아지, 물개, 원숭이 그림이 있지요. 같은 종류가 아닌것에 동그라미 치세요. 침대 그림을 보세요. 그 옆에 집, 달, 해, 별 그림이 있지요. 같은 종류가 아닌것에 동그라미 치세요. 꽃 그림을 보세요. 그 옆에 풀, 나무, 잎, 전화가 있지요. 같은 종류가 아닌 것에 동그라미 치세요.

MORE - K
LEVEL ONE INVENTORY

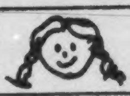
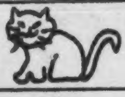
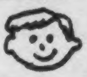
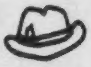
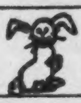
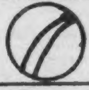
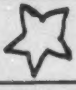
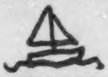
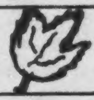
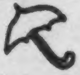
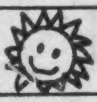
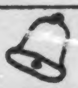
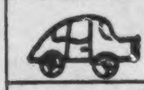
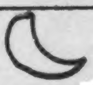
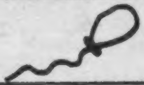
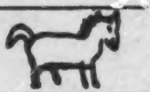
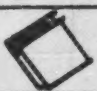
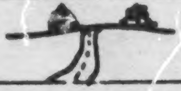
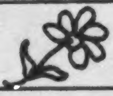
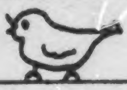
Date:

A/1a		ㄴ	ㄷ	ㄴ	ㄱ
		ㅜ	ㅜ	ㅗ	ㅓ
		ㅍ	ㅁ	ㅍ	ㅂ
		ㅏ	ㅓ	ㅑ	ㅏ
		ㅈ	ㅊ	ㅅ	ㅈ
A/2		공	궁	공	곰
		들	돌	둘	들
		집	십	짐	집
		책	착	책	핵
		키	키	기	치
A/3a					
					
					
					
					

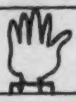
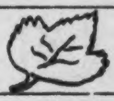
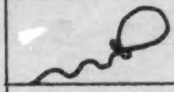
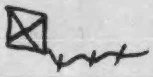
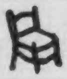
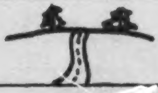
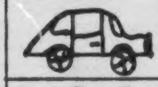
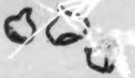
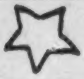
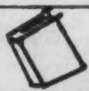
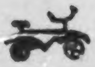
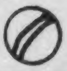
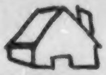
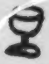
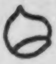
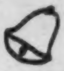
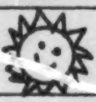
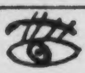
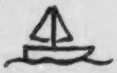
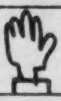
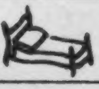
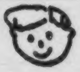
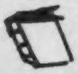
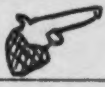
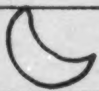
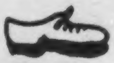
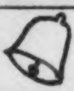
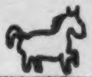
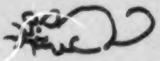
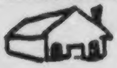
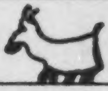
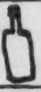
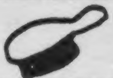
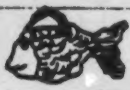
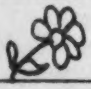
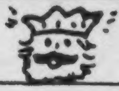
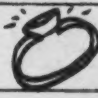
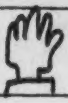
MORE - K
LEVEL ONE INVENTORY

A/4			네	아니오	
			네	아니오	
			네	아니오	
			네	아니오	
			네	아니오	
A/5			네	아니오	
			네	아니오	
			네	아니오	
			네	아니오	
			네	아니오	
B/1a			ㅗ	ㅓ	ㅏ
			ㅈ	ㄱ	ㅋ
			ㅅ	ㅉ	ㅆ
			ㅍ	ㅐ	ㅓ
			ㅁ	ㅂ	ㄴ

MORE - K
LEVEL ONE INVENTORY

B/2a		ㄱ	강	말	나
		ㅅ	책	종	설
		ㅑ	별	양	방
		ㄷ	솜	답	눈
		ㅔ	개	병	네
B/2b			굴	감	꽃
			손	상	솜
			양	병	섬
			곰	키	코
			쥐	책	장
B/3			ㅈ	ㅉ	ㅊ
			ㄸ	ㅌ	ㄷ
			ㄴ	ㅁ	ㅂ
			ㄱ	ㄲ	ㅋ
			ㅆ	ㅈ	ㅅ

MORE - K
LEVEL ONE INVENTORY

B/4			ㄴ	ㅁ	ㅍ
			ㄷ	ㄴ	ㅁ
			ㅅ	ㄷ	ㄹ
			ㅁ	ㄱ	ㄴ
			ㄹ	ㅇ	ㄱ
B/5		발	날	달	줄
		손	논	돈	산
		잠			
		문			
		공			
B/6		집	짐	줄	십
		감	문	간	굴
		막			
		별			
		솜			

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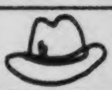
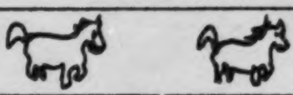
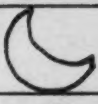
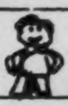
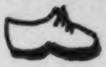
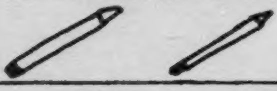
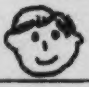
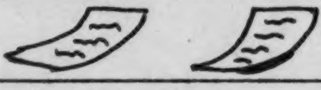
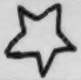
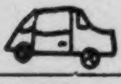
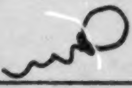
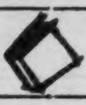
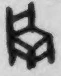
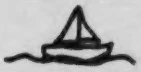
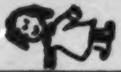
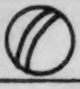
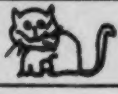
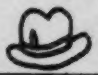
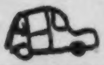
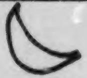
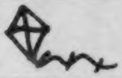
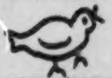
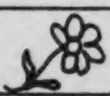
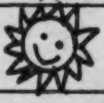
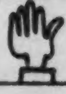
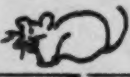
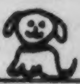
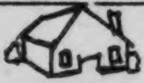
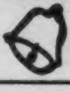
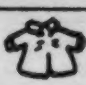
C/1a			두마리	두사람	
			한사람	한마리	
			두마리	두자루	
			두장	두권	
			한마리	한대	
C/1b			책이	책가	
			배이	배가	
			공이	공이가	
			모자이	모자가	
			달이	달가	
D/1			산	소	새
			개	해	잠
			쥐	잔	책
			잎	산	집
			창	옷	콩

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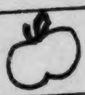
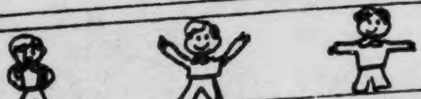
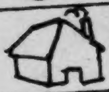
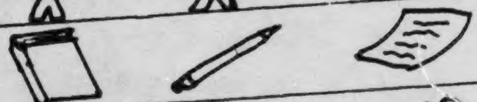
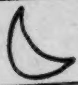
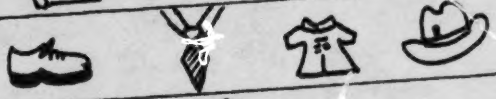
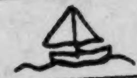
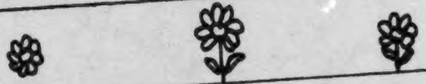
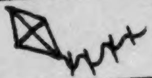
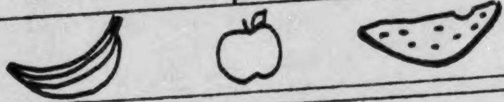
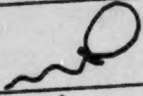
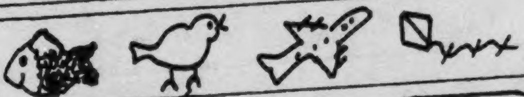
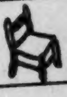
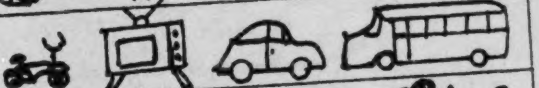
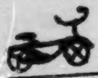
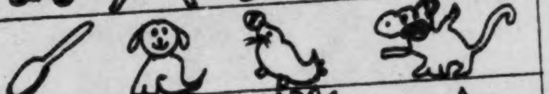
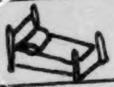
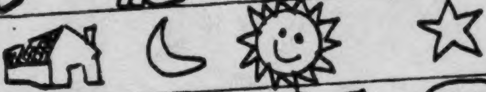
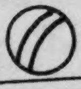
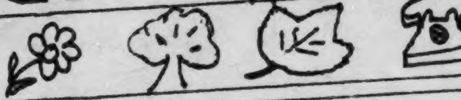
LEVEL ONE INVENTORY

			
E/1			
			
			
			
			
E/2			
			
			
			

MORE - K

2. DIRECTIONS FOR INVENTORY - LEVEL TWO

A/6a 첫 쌍자음 듣기	말의 첫소리를 들어 봅시다. 예를 들면, 꼬 꼬은 시작하는 소리가 같은말 이예요. 일번을 보세요. 그리고 잘 들어 보세요. 꼬, 떡. 두 낱말의 첫소리가 같으면 네 에 동그라미 치고 다르면 아니오 에 동그라미 치세요. 다시 한번 들어 보세요. 꼬, 떡. 이번을 보세요. 그리고 들어 보세요. 작, 족. 두 낱말의 첫소리가 같으면 네 에 도그라미 치고 다르면 아니오 에 동그라미 치세요. 다시한번 들오보세요. 작, 족. 삼번을 보세요. 그리고 들어 보세요. 빵, 봉. 두 낱말의 첫소리가 같으면 네 에 동그라미 치고 다르면 아니오 에 동그라미 치세요. 다시 한번 들어 보세요. 빵, 봉. 사번을 보세요. 그리고 들어 보세요. 딸, 쌀. 두낱말의 첫소리가 같으면 네에 동그라미 치고 다르면 아니오에 동그라미 치세요. 다시 한번 들어 보세요. 딸, 쌀. 오번을 보세요. 그리고 들어 보세요. 싹, 꼬. 두낱말의 첫소리가 같으면 네에 동그라미 치고 다르면 아니오에 동그라미 치세요. 다시 한번 들어 보세요. 싹, 꼬.
A/7a 쌍받침 듣기	받침을 들어 봅시다. 육번을 보세요. 그리고 잘 들어 보세요. 잖아, 밟아. 같게 소리 나면 네에 동그라미 치고 다르게 소리 나면 아니오에 동그라미 치세요. 다시 한번 들어 보세요. 잖아, 밟아. 칠번을 보세요. 그리고 잘 들어 보세요. 많어, 없어. 같게 소리나면 네에 동그라미 치고 다르게 소리나면 아니오에 동그라미 치세요. 다시 한번 들어보세요. 많어, 없어. 팔번을 보세요. 그리고 잘 들어 보세요. 싫어, 넓어. 같게 소리나면 네에 동그라미 치고 다르게 소리나면 아니오에 동그라미 치세요. 다시 한번 들어 보세요. 싫어, 넓어. 구번을 보세요. 그리고 잘 들어 보세요. 볶은, 삶은. 같게소리나면 네에 동그라미 치고 다르게 소리나면 아니오에 동그라미 치세요. 다시 한번 들어 보세요. 볶은, 삶은. 십번을 보세요. 그리고 잘 들어 보세요. 묶어, 낚어. 같게 소리나면 네에 동그라미 치고 다르게 소리나면 아니오에 동그라미 치세요. 다시 한번 들어 보세요. 묶어, 낚어.

A/8a

길고 짧은 소리 분간하기

길게 하는 말과 짧게 하는 말을 들어 봅시다.

십일번을 보세요. 그리고 잘 들어 보세요. 밤(길게), 밤(짧게).
두 낱말이 모두 길게 소리나면 네에 동그라미 치고 다르게 소리니면 아니오에 동그라미 치세요. 다시 한번 들어 보세요. 밤(길게), 밤(짧게).

십이번을 보세요. 그리고 잘 들어 보세요. 담(길게), 담(길게).
두낱말이 모두 길게 소리나면 네에 동그라미 치고 다르게 소리나면 아니오에 동그라미 치세요. 다시 한번 들어 보세요. 담(길게), 담(길게).

십삼번을 보세요. 그리고 잘 들어 보세요. 굴(길게), 굴(길게).
두낱말이 모두 길게 소리나면 네에 동그라미 치고 다르게 소리나면 아니오에 동그라미 치세요. 다시 한번 들어 보세요. 굴(길게), 굴(길게).

십사번을 보세요. 그리고 잘 들어 보세요. 벌(길게), 벌(짧게).
두낱말이 모두 길게 소리나면 네에 동그라미 치고 다르게 소리나면 아니오에 동그라미 치세요. 다시 한번 들어 보세요. 벌(길게), 벌(짧게).

십오번을 보세요. 그리고 잘 들어 보세요. 밤(짧게), 밤(길게).
두낱말이 모두 길게 소리나면 네에 동그라미 치고 다르게 소리나면 아니오에 동그라미 치세요. 다시 한번 들어 보세요. 밤(짧게), 밤(길게).

다음 페이지를 보세요.

A/9a

길고 짧은 모음 익히기

그림을 보고 길게 소리나는것과 짧게 소리나는것을 찾아 봅시다.

일번을 보세요. 그림을 보면서 잘 들어 보세요. (길게) 밤, (짧게) 밤.
길게 소리나는 그림에 동그라미 치세요.

이번을 보세요. 그림을 보면서 잘 들어 보세요. (짧게) 눈, (길게) 눈.
짧게 소리나는 그림에 동그라미 치세요.

삼번을 보세요. 그림을 보면서 잘 들어 보세요. (길게) 밤, (짧게) 밤.
짧게 소리나는 그림에 동그라미 치세요.

사번을 보세요. 그림을 보면서 잘 들어 보세요. (길게) 굴, (짧게) 굴.
짧게 소리나는 그림에 동그라미 치세요.

오번을 보세요. 그림을 보면서 잘 들어 보세요. (길게) 말, (짧게) 말.
길게 소리나는 그림에 동그라미 치세요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL TWO

B/7a 쌍 자음 읽기	쌍 자음을 찾아 봅시다. 예를 들어 쌍자음은 ㄲ, ㄸ, ㅆ, ㅉ 이에요. 육번을 보세요. 그리고 들어 보세요. 땀. 땀이 무슨 글자로 시작하는지 맞는것에 동그라미 치세요. 칠번을 보세요. 그리고 들어 보세요. 꽃. 꽃이 무슨 글자로 시작하는지 맞는것에 동그라미 치세요. 팔번을 보세요. 그리고 들어 보세요. 짝. 짝이 무슨 글자로 시작하는지 맞는것에 동그라미 치세요. 구번을 보세요. 그리고 들어 보세요. 싼. 싼이 무슨 글자로 시작하는지 맞는것에 동그라미 치세요. 십번을 보세요. 그리고 들어 보세요. 빵. 빵이 무슨 글자로 시작하는지 맞는것에 동그라미 치세요.
B/7b 소리 안나는 "ㅇ" 찾기	소리 안나는 글자를 찾아 봅시다. 십일번을 보세요. 그리고 들어 보세요. 언니, 동생. "ㅇ" (응) 소리가 안나는 낱말에 동그라미 치세요. 십이번을 보세요. 그리고 들어 보세요. 성, 이름. "ㅇ" (응)소리가 안나는 낱말에 동그라미 치세요. 십삼번을 보세요. 그리고 들어 보세요. 공부, 이야기. "ㅇ" (응) 소리가 안나는 낱말에 동그라미 치세요. 십사번을 보세요. 그리고 들어 보세요. 강, 여름. "ㅇ" (응) 소리가 안나는 낱말에 동그라미 치세요. 십오번을 보세요. 그리고 들어 보세요. 요, 방. "ㅇ" (응) 소리가 안나는 낱말에 동그라미 치세요. 다음 페이지를 보세요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL TWO

B/8a 쌍 받침 익히기	쌍 받침을 알아 봅시다. 쌍받침이 있는 낱말 다음에 모음이 나오면 어떻게 소리 날까요? 일번을 보세요. 그리고 들오 보세요. 닭 어. 셋중 에서 맞는 말에 동그라미 치세요. 이번을 보세요. 그리고 들어 보세요. 값이. 셋중 에서 맞는 말에 동그라미 치세요. 삼번을 보세요. 그리고 들어 보세요. 넓 은. 셋중 에서 맞는 말에 동그라미 치세요. 사번을 보세요. 그리고 들어 보세요. 앉 어. 셋중 에서 맞는 말에 동그라미 치세요. 오번을 보세요. 그리고 들어 보세요. 몫 이. 셋중 에서 맞는 말에 동그라미 치세요.
C/2a "을" 과 "를" 익히기	"을" 과 "를" 을 바르게 사용 합시다. 육번을 보세요. 문장을 읽어 보세요. 강아지 ( ) 기릅니다. "을" "를" 중 빈칸에 맞는 말을 골라 동그라미 치세요. 칠번을 보세요. 문장을 읽어 보세요. 꽃밭 ( ) 가꿉니다. "을" "를" 중 빈칸에 맞는 말을 골라 동그라미 치세요. 팔번을 보세요. 문장을 읽어 보세요. 책 ( ) 읽습니다. "을" "를" 중 빈칸에 맞는 말을 골라 동그라미 치세요. 구번을 보세요. 문장을 읽어 보세요. 소풍 ( ) 갑니다. "을" "를" 중 빈칸에 맞는 말을 골라 동그라미 치세요. 십번을 보세요. 문장을 읽어 보세요. 다리 ( ) 건넙니다. "을" "를" 중 빈칸에 맞는 말을 골라 동그라미 치세요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL TWO

C/3a

"은" 과 "는" 을 바르게 사용합시다.

십일번을 보세요. 그리고 문장을 읽어보세요. 사방 ( ) 조용합니다.
"은, 는" 중 빈칸에 맞는 말을 골라 동그라미 치세요.

십이번을 보세요. 그리고 문장을 읽어보세요. 쇠 ( ) 단단합니다.
"은, 는" 중 빈칸에 맞는 말을 골라 동그라미 치세요.

십삼번을 보세요. 그리고 문장을 읽어보세요. 오늘 ( ) 비가 옵니다.
"은, 는" 중 빈칸에 맞는 말을 골라 동그라미 치세요.

십사번을 보세요. 그리고 문장을 읽어보세요. 기차 ( ) 빠릅니다.
"은, 는" 중 빈칸에 맞는 말을 골라 동그라미 치세요.

십오번을 보세요. 그리고 문장을 읽어보세요. 사람들 ( ) 말했읍니다.
"은, 는" 중 빈칸에 맞는 말을 골라 동그라미 치세요.

다음 페이지를 보세요.

[illegible]

C/4

두 낱말이 모여서 한 낱말이 된것을 알아봅시다.
예를 들면 눈사람 은 눈 과 사람 이 모인 낱말입니다.

일번을 보세요. 그리고 읽어보세요. 책 가방 은 무슨말이 합해 된것인지
맞는말을 둘 골라 동그라미 치세요.

이번을 보세요. 그리고 읽어보세요. 꽃씨 는 무슨말이 합해 된것인지
맞는말을 둘 골라 동그라미 치세요.

삼번을 보세요. 그리고 읽어 보세요. 이슬비 는 무슨말이 합해 된것인지
맞는말을 둘 골라 동그라미 치세요.

사번을 보세요. 그리고 읽어보세요. 새집 은 무슨말이 합해 된것인지
맞는말을 둘 골라 동그라미 치세요.

오번을 보세요. 그리고 읽어보세요. 발목 은 무슨말이 합해 된것인지
맞는말을 둘 골라 동그라미 치세요.

[illegible]

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL TWO

D/2 그림과 맞는 문구 알아보기	그림과 맞는 문구를 찾아 봅시다. 육번을 보세요. 그리고 옆에 그림을 보세요. 세 문구중에서 그림과 맞는 문구를 찾아 동그라미 치세요. 칠번을 보세요. 그리고 옆에 그림을 보세요. 세 문구중에서 그림과 맞는 문구를 찾아 동그라미 치세요. 팔번을 보세요. 그리고 옆에 그림을 보세요. 세 문구중에서 그림과 맞는 문구를 찾아 동그라미 치세요. 구번을 보세요. 그리고 옆에 그림을 보세요. 세 문구중에서 그림과 맞는 문구를 찾아 동그라미 치세요. 십번을 보세요. 그리고 옆에 그림을 보세요. 세 문구중에서 그림과 맞는 문구를 찾아 동그라미 치세요.
D/3 문맥의 요점 사용하기	앞뒤의 문장을 이해하고 빠진 낱말을 찾아 봅시다. 예: 개가 ____ 을 흔들었읍니다. 무슨 말을 넣어야 의미가 통하는지 짐작해 보세요. 꼬리를 넣으면 개가 꼬리를 흔들었다 가 되지요. 십일번을 보세요. 우산, 자전거, 닭의 그림을 보세요. 글속에 빠져 있는 낱말과 맞는 그림에 동그라미 치세요. 비가 올때는 나는 ____ 을 가지고 갑니다. 십이번을 보세요. 안경, 꽃, 유리컵의 그림을 보세요. 글속에 빠져있는 낱말과 맞는 그림에 동그라미 치세요. 영민이는 우유를 ____ 에 부었읍니다. 십삼번을 보세요. 성냥, 전화, 편지의 그림을 보세요. 글속에 빠져있는 낱말과 맞는 그림에 동그라미 치세요. 내 친구가 ____ 를 걸었읍니다. 십사번을 보세요. 쥐, 책상, 책의 그림을 보세요. 글속에 빠져있는 낱말과 맞는 그림에 동그라미 치세요. 창수는 ____ 을 읽고 있었읍니다. 십오번을 보세요. 인형, 풍선, 고양이의 그림을 보세요. 글속에 빠져있는 낱말과 맞는 그림에 동그라미 치세요. 영희는 ____ 을 날렸읍니다. 다음 페이지를 보세요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL TWO

E/3

이야기를 들어 봅시다. 이야가를 읽은후에 이야기에 관한 질문을 하겠어요.

이야기를 들어 보세요.

> "큰 도시에는 차들이 많이 있읍니다. 어떤때는 자동차의 붕붕하는 소리가 거리에 꽉 차 있는듯 합니다.
> 비오는날에는 차들이 거의 움직이지 않는것 같습니다."

일번을 보세요. 붕붕하는 소리, 고함소리, 망치소리. 세낱말을 보고 이야기는 무슨소리를 말하고 있는지 맞는 말에 동그라미 치세요.

이번을 보세요. 맑은날, 비오는 날, 햇빛이 나는날.

자동차가 거의 움직이지 않는날은 어떤날인지 맞는말에 동그라미 치세요.

이야기를 조심스럽게 들어 보세요.

> "멀리서 북소리를 들을수 있읍니다. 행진이 시작 되었읍니다.
> 처음에는 광대들이 왔고 다음은 코끼리가 따랐읍니다.

삼번을 보세요. 피리, 박수, 북.

멀리서 들을수 있는 소리는 무슨 소리입니까? 맞는말에 동그라미 치세요.

사번을 보세요. 코끼리, 광대, 원숭이.

행진 땐 앞장에 누가 왔는지 맞는말에 동그라미 치세요.

이야기를 들어 보세요.

> "날씨가 맑고 바람이 부는 날에 철수는 공원에서 연을 날렸읍니다. 얼마 지나지 않아 친구들이 연을 가지고 와서 함께 날렸읍니다."

오번을 보세요. 언덕에서, 해변에서, 공원에서.

철수가 어디에서 연을 날렸는지 맞는 말에 동그라미 치세요.

다음 페이지를 보세요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL TWO

E/4

사건들의 순서 상기하기

몇개의 이야기를 듣겠어요. 이야기를 읽은후에 이야기의 첫부분, 마지막 부분, 혹은 중간부분에 무슨일이 일어났는지 질문 하겠어요.

일번을 보세요. 그리고 들어 보세요.

"명숙이는 수영을 하기전에 물이 따뜻한지 온도를 알아 보았읍니다.
그리고 수영모자를 썼읍니다."

명숙이가 처음에 무었을 했는지 맞는그림에 동그라미 치세요.

이번을 보세요. 그리고 들어 보세요.

"먹구름이 하늘에 몰려 왔읍니다. 비가 왔읍니다.
모든것이 고요했읍니다. 폭풍이 몰아쳤을때 집이 공중으로
날랐읍니다."

이야기에 마지막에 일어난것이 무었인지 맞는 그림에 동그라미 치세요.

삼번을 보세요. 그리고 들어 보세요.

"철수는 호박씨를 심었읍니다. 다음해에 철수네 밭에서 호박이
자랐읍니다. 철수는 호박을 칼로 베어 얼굴같은 모양을 만들어
장식 하였읍니다."

이야기에 맨 처음 일어났던 일이 무었인지 맞는그림에 동그라미 치세요.

사번을 보세요. 그리고 들어 보세요.

"동수는 특별한 생일선물을 받았읍니다. 비행기 모형이었읍니다.
혼자서 모형을 다 맞추었읍니다. 그리고 비행기를 날리기 위해
밖으로 나갔읍니다."

동수가 마지막에 무었을 했는지 맞는그림에 동그라미 치세요.

오번을 보세요. 그리고 들어 보세요.

"어느 눈오는날 영민이는 눈뭉치를 만들었읍니다.
눈뭉치는 눈위로 굴려서 더 커졌읍니다.
그리고 영민이는 훌륭한 눈사람을 만들었읍니다."

영민이는 마지막에 무었을 했는지 맞는그림에 동그라미 치세요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL TWO

F/1

수수께끼 놀이를 하겠어요. 실마리를 주겠어요. 그리고 풀어 보도록 하세요.

육번을 보세요. 구름, 비행기, 해 의 그림이 있읍니다.

실마리를 들어 보세요. 영수는 하늘에 있는 무었을 보았읍니다. 길고 은빛나는 것이고 뒤에 흰 자욱을 남겼읍니다. 영수가 본것이 무엇인지 맞는그림에 동그라미 치세요.

칠번을 보세요. 마당에 있는 개, 침대에 있는 개, 개집에 있는 개 의 그림이 있읍니다. 실마리를 들어 보세요. 개는 뼈를 묻기위해 땅에 큰 구멍을 팠읍니다. 개는 어디에 있는지 맞는그림에 동그라미 치세요.

팔번을 보세요. 치과병원, 학교운동장, 식품가게 의 그림이 있읍니다. 실마리를 들어 보세요. 나도 가게 해주세요. 영희는 말했읍니다. 자동차를 타고 가서 식품을 사는걸 돕고 싶어요.

영희가 가고싶은곳은 어디인지 맞는그림에 동그라미 치세요.

구번을 보세요. 겨울날 여름날 가을날의 그림이 있읍니다. 실마리를 들어보세요. 공기가 차고 땅이 얼었읍니다. 기영이는 썰매와 눈사람을 생각하고 있읍니다. 일년중 어느 계절인지 맞는 그림에 동그라미 치세요.

십번을 보세요. 자동차 전화 텔레비젼 의 그림이 있읍니다. 실마리를 들어 보세요. 영희는 밤새 열이 많이났읍니다. 학교에 갈수가 없어서 선생님께 연락을 하려고 합니다.

영희는 무엇을 이용하여 연락을 할까요? 맞는그림에 동그라미 치세요.

다음 페이지를 보세요.

F/2

이야기 주인공의 동기와 감정 추리하기

사람들의 느낌에 대해 말해 봅시다.

일번을 보세요. 이야기를 듣고 맞는 답에 동그라미 치세요.
잘 들어 보세요.

"동네 아이들이 영철이와는 놀아주지를 않았읍니다. 영철이가 같이 놀자고 하면 너무 어리다고 말했읍니다. 하루는 영철이는 담으로 넘어온 야구공을 보았읍니다. 동네아이들이 갖고 놀던 공이였읍니다. 영철이는 얼른 집어서 쓰레기통에 던저 버렸읍니다."

왜 영철이는 공을 던저 버렸을까요 ? 맞는 답에 동그라미 치세요.

이번을 보세요. 이야기를 들어보세요.

"쉬는시간 종이 울렸읍니다. 모두들 문쪽으로 서 있었읍니다.모두다 나가려고 하였으나 순희는 예외였읍니다. 책상에 머리를 대고 눈을 감고 자는듯이 조용히 앉아 있었읍니다."

어느문장이 순희와 맞는 것인지 동그라미 치세요.

삼번을 보세요. 이야기를 들어 보세요.

"어머니는 소리를 지르셨읍니다. 접시에 사과가 두 개 있었는데 하나밖에 없구나. 누가 먹었어 ? 아이들을 둘러 보셨읍니다. 순자는 얼굴을 가리고 눈물을 흘렸읍니다."

왜 순자는 울었을까요? 맞는답에 동그라미 치세요.

사번을 보세요. 이야기를 들어 보세요.

"유진이는 학교에서 아무하고도 말을 하지 않았읍니다. 언제나 교실에 조용히 들어가서 제자리에 즉시 앉았읍니다. 친구들이나 선생님이 유진이와 말을하면 얼굴이 빨개지고 말을 더듬었읍니다."

유진이는 성격이 어떤 소년입니까?맞는 답에 동그라미 치세요.

오번을 보세요. 그리고 이야기를 들어 보세요.

"매일저녁 일곱시가 되면 인수의 어머니는 뒷문으로 가서 인수를 불렀읍니다. "잘 자러 갈시간이 되었다." 인수는 어머니의 목소리를 듣자마자 창고 뒤에가서 숨었읍니다.

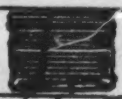
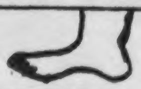
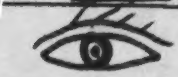
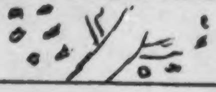
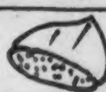
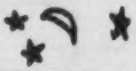
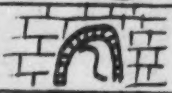
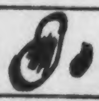
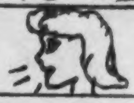
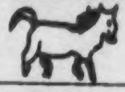
왜 인수는 숨었을까요? 맞는답에 동그라미 치세요.

MORE - K
LEVEL TWO INVENTORY

Date:

A/6a	1.		네	아니오
	2.		네	아니오
	3.		네	아니오
	4.		네	아니오
	5.		네	아니오
A/7a	6.		네	아니오
	7.		네	아니오
	8.		네	아니오
	9.		네	아니오
	10.		네	아니오
A/8a	11.		네	아니오
	12.		네	아니오
	13.		네	아니오
	14.		네	아니오
	15.		네	아니오

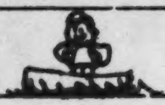
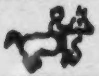
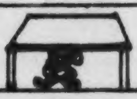
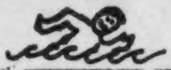
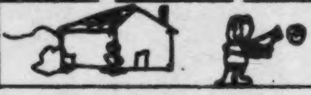
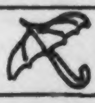
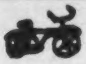
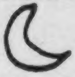
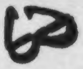
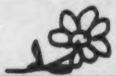
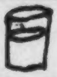
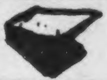
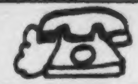
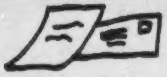
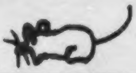
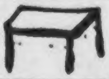
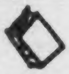
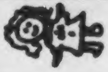
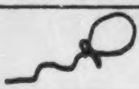
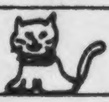
MORE - K
LEVEL TWO INVENTORY

A/9a	1.				
	2.				
	3.				
	4.				
	5.				
B/7a	6.		ㅃ	ㄸ	ㅆ
	7.		ㄲ	ㅉ	ㄸ
	8.		ㅆ	ㄲ	ㅉ
	9.		ㄸ	ㅆ	ㅃ
	10.		ㅃ	ㄲ	ㅉ
B/7b	11.		언니	동생	
	12.		성	이름	
	13.		공부	이야기	
	14.		강	여름	
	15.		요	방	

MORE - K
LEVEL TWO INVENTORY

B/8a	1.		닮어 닭어 닦어
	2.		갌이 값이 갃이
	3.		넎은 넗은 넓은
	4.		슭어 슲어 슳어
	5.		몪이 몼이 몫이
C/2a	6.	강아지( ) 기릅니다.	을 를
	7.	꽃밭( ) 가꿉니다.	을 를
	8.	책( ) 읽습니다.	을 를
	9.	소풍( ) 갑니다.	을 를
	10.	다리( ) 건늡니다.	을 를
C/3a	11.	사방( ) 조용합니다.	은 는
	12.	쇠( ) 단단합니다.	은 는
	13.	오늘( ) 비가 옵니다.	은 는
	14.	기차( ) 깁니다.	은 는
	15.	사람들( ) 말했읍니다.	은 는

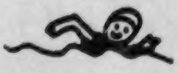
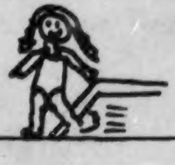
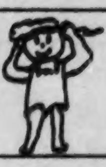
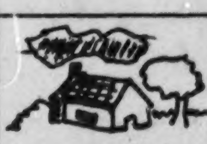
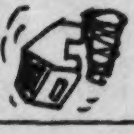
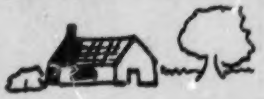
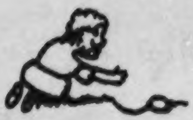
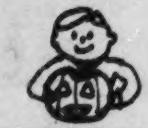
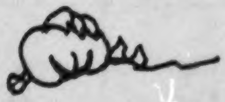
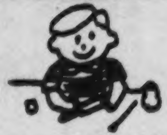
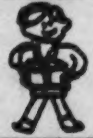
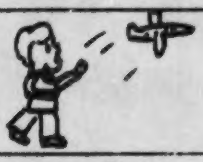
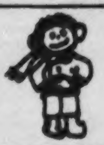
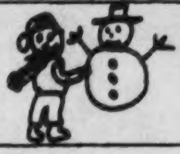
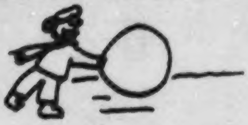
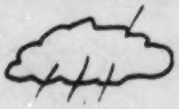
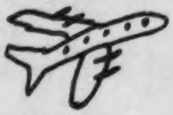
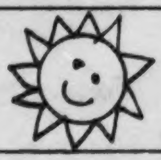
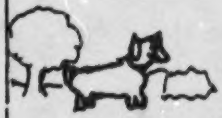
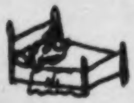
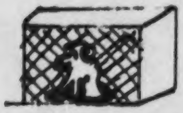
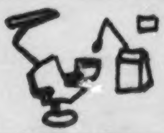
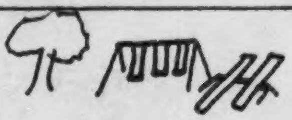
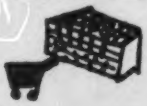
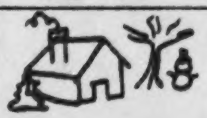
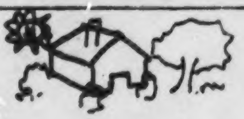
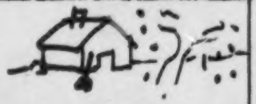
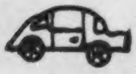
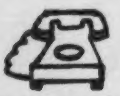
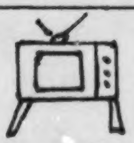
MORE - K
LEVEL TWO INVENTORY

C/4	1.	책 가 방	책 색 가방
	2.	꽃 씨	씨 물 꽃
	3.	이 슬 비	눈 비 이슬
	4.	새 집	집 십 새
	5.	발 목	코 목 발
D/2	6.		비행기에 타고 있는, 배에 타고 있는, 자동차에 타고 있는
	7.		말옆에 서 있는, 말을 끌고 가는, 말을 타고 가는
	8.		상뒤에 있는, 상[illegible]래 있는, 상위에 있는
	9.		수영하는, 뛰고 있는, 누워 있는
	10.		집 안에서, 집 밖에서, 집 위에서
D/3	11.		  
	12.		  
	13.		  
	14.		  
	15.		  

MORE - K
LEVEL TWO INVENTORY

E/3	1.		뿡뿡하는소리 고함소리 망치소리
	2.		맑은날 비오는날 햇빛이 나는날
	3.		파리 박수 북
	4.		코끼리 팡매 원숭이
	5.		언덕에서 해변에서 공원에서

MORE
LEVEL TWO INVENTORY
KEY

E/4	1.		  
	2.		  
	3.		  
	4.		  
	5.		  
F/1	6.		  
	7.		  
	8.		  
	9.		  
	10.		  

MORE - K
LEVEL TWO INVENTORY
KEY

F/2	1.		가. 영철이는 야구를 좋아하지 않았읍니다. 나. 영철이는 동네 아이들에게 화가 나 있었읍니다. 다. 영철이는 누구의 공인지 몰랐읍니다.
	2.		가. 순희는 학교에서 친구를 많이 사귀었읍니다. 나. 순희는 친구들과 놀고싶지 않았읍니다. 다. 순희는 형제가 많습니다.
	3.		가. 순자는 사과를 싫어 했읍니다. 나. 순자는 어머니가 무서웠읍니다. 다. 어머니가 순자를 때렸읍니다.
	4.		가. 유진이는 항상 장난을 했읍니다. 나. 유진이는 대단히 똑똑했읍니다. 다. 유진이는 아주 수줍어 했읍니다.
	5.		가. 인수는 숨바꼭질을 좋아 했읍니다. 나. 인수는 졸음이 왔읍니다. 다. 인수는 자러가고 싶지 않았읍니다.

MORE - K

3. DIRECTIONS FOR INVENTORY - LEVEL THREE

A/10 음절 수 듣기	한말에 음절이 몇개 있나 들어 보세요. 어느말에는 한개가 있고 또 어느말에는 한개 이상이 있어요. 일번을 보세요. 그다음에 있는 말은 무궁화. 이말안에 음절이 몇개 있나 생각해 보세요. 그음절에 맞는 수를 그다음에 있는 숫자에 따라 동그라미 치세요. 이번을 보세요. 그다음에 있는 말은 할머니. 이말안에 음절이 몇개 있나 생각해 보세요. 그음절에 맞는 수를 그다음에 있는 숫자에 따라 동그라미 치세요. 삼번을 보세요. 그다음에 있는 말은 학교. 이말안에 음절이 몇개 있나 생각해 보세요. 그음절에 맞는 수를 그다음에 있는 숫자에 따라 동그라미 치세요. 사번을 보세요. 그다음에 있는 말은 책. 이말안에 음절이 몇개 있나 생각해 보세요. 그음절에 맞는 수를 그다음에 있는 숫자에 따라 동그라미 치세요. 오번을 보세요. 그다음에 있는 말은 선생. 이말안에 음절이 몇개 있나 생각해 보세요. 그음절에 맞는 수를 그다음에 있는 숫자에 따라 동그라미 치세요.
A/11 소리 안나는 받침 알아보기	받침이 둘 있을때, 그중 하나는 소리가 안날때가 있읍니다. 육번을 보세요. 그다음에 있는 말은 닭. 이말을 읽을때 소리나지 않는 받침에 동그라미 치세요. 칠번을 보세요. 그다음에 있는 말은 값. 이말을 읽을때 소리나지 않는 받침에 동그라미 치세요. 팔번을 보세요. 그다음에 있는 말은 몫. 이말을 읽을때 소리나지 않는 받침에 동그라미 치세요. 구번을 보세요. 그 다음에 있는 말은 돐. 이말을 읽을때 소리나지 않는 받침에 동그라미 치세요. 십번을 보세요. 그다음에 있는 말은 삶. 이 말을 읽을때 소리나지 않는 받침에 동그라미 치세요.

A/11a

쌍받침 이어 읽기

받침은 때에 따라 그다음 음절에 붙어 발음 합니다.

십일번을 보세요. 그다음에 있는 말 젊은이를 보세요. 이말을 바르게 읽을 때 어느 받침이 그다음 음절에 붙어 발음 되는지 맞는곳에 동그라미 치세요.

십이번을 보세요. 그다음에 있는말 늙은이를 보세요. 이말을 바르게 읽을 때 어느 받침이 그다음 음절에 붙어 발음 되는지 맞는곳에 동그라미 치세요.

십삼번을 보세요. 그다음에 있는말 짧은 을 보세요. 이말을 바르게 읽을 때 어느받침이 그다음 음절에 붙어 발음 되는지 맞는곳에 동그라미 치세요.

십사번을 보세요. 그다음에 있는말 핥아 를 보세요. 이말을 바르게 읽을 때 어느 받침이 그다음 음절에 붙어 발음 되는지 맞는곳에 동그라미 치세요.

십오번을 보세요. 그다음에 있는말 앉아 를 보세요. 이말을 바르게 읽을 때 어느 받침이 그다음 음절에 붙어 발음 되는지 맞는곳에 동그라미 치세요.

다음 페이지를 보세요.

A/13

이중모음 듣기

두 낱말이 어떤때는 같은 소리로 시작하고 어떤때는 다른 소리로 시작 합니다.

일번을 보세요. 그다음에 "네" "아니오" 라고 써 있어요. 들어 보세요. 외사 외자 그 두말이 같은소리로 시작하면 "네"에, 다른소리로 시작하면 "아니오"에 동그라미 치세요. 다시 한번 들어 보세요. 외사, 외자.

이번을 보세요. 그다음에 "네" "아니오" 라고 써 있어요. 들어 보세요. 야구 여행. 그 두말이 같은소리로 시작하면 "네"에, 다른소리로 시작하면 "아니오"에 동그라미 치세요. 다시 한번 들어 보세요. 야구, 외사.

삼번을 보세요. 그다음에 "네" "아니오"라고 써 있어요. 들어 보세요. 외국인, 외삼촌. 그 두말이 같은소리로 시작하면 "네"에, 다른소리로 시작하면 "아니오"에 동그라미 치세요. 다시 한번 들어 보세요. 외국인, 외삼촌.

사번을 보세요. 그다음에 "네" "아니오" 라고 써 있지요.들어 보세요. 예방, 예보. 그 두말이 같은소리로 시작하면 "네"에, 다른소리로 시작하면 "아니오"에 동그라미 치세요. 다시 한번 들어 보세요. 예방, 예보.

오번을 보세요. 그다음에 "네" "아니오" 라고 써있어요. 들어 보세요.유리 요리. 그두 말이 같은소리로 시작하면 "네"에, 다른소리로 시작하면 "아니오"에 동그라미 치세요. 다시 한번 들오 보세요. 유리, 요리.

B/9a

쌍받침 익히기

쌍받침이 있는 말중 그받침의 하나가 다음 음절에 붙어 소리 날수도 있고 소리 안날수도 있어요.

육번을 보세요. 그다음에 있는 말을 읽어 보세요. 그다음 말 셋중 바르게 읽는 말을 찾아 동그라미 치세요.

칠번을 보세요. 그다음에 있는 말을 읽어 보세요. 그다음 말 셋중 바르게 읽는 말을 찾아 동그라미 치세요.

팔번을 보세요. 그다음에 있는 말을 읽어 보세요. 그다음 말 셋중 바르게 읽는 말을 찾아 동그라미 치세요.

구번을 보세요. 그다음에 있는 말을 읽어 보세요. 그다음 말 셋중 바르게 읽는 말을 찾아 동그라미 치세요.

십번을 보세요. 그다음에 있는 말을 읽어 보세요. 그다음 말 셋중 바르게 읽는 말을 찾아 동그라미 치세요.

B/11

이중모음 익히기

어느 말에는 이중모음으로 쓴 말이 있어요. 이런말을 바르게 읽고 그 발음 대로 이중모음을 찾으세요.

십일번을 보세요. 그리고 내말을 들어 보세요. 첫소리의 예방. 예방 할때 예 자를 어떻게 쓰는지 맞는 글자에 동그라미 치세요.
다시 한번 들어 보세요. 예.

십이번을 보세요. 그리고 내말을 들어 보세요. 첫소리의 야구. 야구 할때 야 자를 어떻게 쓰는지 맞는 글자에 동그라미 치세요. 다시 한번 들으세요. 야.

십삼번을 보세요. 그리고 내말을 들어 보세요. 첫소리의 애기. 애기 할때 애 자를 어떻게 쓰는지 맞는 글자에 동그라미 치세요. 다시 한번 들으세요. 애.

십사번을 보세요. 그리고 내말을 들어 보세요. 첫소리의 외자. 외자 할때 외자 를 어떻게 쓰는지 맞는 글자에 동그라미 치세요.
다시 한번 들으세요. 외.

십오번을 보세요. 그리고 내말을 들어 보세요. 첫소리의 유리. 유리할때 유 자를 어떻게 쓰는지 맞는 글자에 동그라미 치세요. 다시 한번 들으세요. 유.

다음 페이지를 보세요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL THREE

B/12a [illegible]	받침을 생각해 봅시다. 일번을 보세요. 그리고 내말을 들어 보세요. 머거나, 먹어따. 이말의 철자법이 맞는 곳에 동그라미 치세요. 다시 한번 들어 보세요. 머거따, 먹어따. 이번을 보세요. 그리고 내말을 들어 보세요. 읽어따, 일거따. 이말의 철자법이 맞는곳에 동그라미 치세요. 다시 한번 들어 보세요. 읽어따, 일거따. 삼번을 보세요. 그리고 내말을 들어 보세요. 있읍니다 , 이씁니다. 이말의 철자법이 맞는 곳에 동그라미 치세요. 다시 한번 들어 보세요. 있읍니다 , 이씁니다. 사번을 보세요. 그리고 내말을 들어 보세요. 넓은 하늘, 널븐 하늘. 이말의 철자법이 맞는곳에 동그라미 치세요. 다시 한번 들오 보세요. 넓은 하늘, 널븐 하늘. 오번을 보세요. 그리고 내말을 들어 보세요. 이러케, 이렇게. 이말의 철자법이 맞는 곳에 동그라미 치세요. 다시 한번 들어 보세요. 이러케, 이렇게.
C/5a [illegible]	어느말은 그말 앞에 다른 말을 붙임으로서 비교하는 말이 됩니다. 육번을 보세요. 문장을 읽으세요. 철수와 영희는 키가 큰데 철수는 영희보다 ( )빈칸안에 맞는 말을 골라 동그라미 치세요. 칠번을 보세요. 문장을 읽으세요. 겨울은 여름보다 날이 ( ). 빈칸안에 맞는 말을 골라 동그라미 치세요. 팔번을 보세요. 문장을 읽으세요. 학생들이 공부를 다 잘하는데 철수는 더 잘하고 은희는 ( ). 빈칸안에 맞는말을 골라 동그라미 치세요. 구번을 보세요. 문장을 읽으세요. 영희는 꽃을 좋아 하는 데 그중에도 장미꽃을 더 좋아하고 무궁화꽃은 ( ). 빈칸안에 맞는 말을 골라 동그라미 치세요. 십번을 보세요. 문장을 읽으세요. 철수는 음악도 싫고 수학도 싫어하지만 수학은 ( ). 빈칸에 맞는 말을 골라 동그라미 치세요.

C/6 존말의 이기	존말을 생각해 봅시다. 십일번을 보세요. 그 다음에 있는 말은 가세요 입니다. 존말이된 말 들을 찾아 동그라미 치세요. 십이번을 보세요. 그 다음에 있는 말은 오즈음 입니다. 존말을 찾아 동그라미 치세요. 십삼번을 보세요. 그 다음에 있는 말은 것이라고 하다 입니다. 존말 을 찾아 동그라미 치세요. 십사번을 보세요. 그 다음에 있는 말은 있대요 입니다. 존말이 된 말 들을 찾아 동그라미 치세요. 십오번을 보세요. 그 다음에 있는 말은 주셨다 입니다. 존말이 된 말 들을 찾아 동그라미 치세요. 다음 페이지를 보세요.
C/6a 존댓말의 이해	존댓말을 쓰는 방법을 생각해 봅시다. 일번을 보세요. 문장을 읽으세요. 동생이 책을 ( ). 빈칸에 맞는 말을 골라 동그라미 치세요. 이번을 보세요. 문장을 읽으세요. 선생님이 ( ). 빈칸에 맞는 말을 골라 동그라미 치세요. 삼번을 보세요. 문장을 읽으세요. 철수가 지금 책을 ( ). 빈칸에 맞는 말을 골라 동그라미 치세요. 사번을 보세요. 문장을 읽으세요. 아버지가 출근 ( ). 빈칸에 맞는 말을 골라 동그라미 치세요. 오번을 보세요. 문장을 읽으세요. 할머니가 ( ). 빈칸에 맞는 말을 골라 동그라미 치세요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL THREE

C/7a 소유격 "의"의 이해	어느말에 "의" 가 따를때 그앞의말은 "의" 다음말을 가지고(소유하고) 있다는 의미가 있읍니다. 이 "의"가 따르는 말을 생각해 봅시다. 육번을 보세요. 그다음에 써있는 말이 둘 있어요. 동생의 생일을 말할때 어느말을 쓰는지 바른말에 동그라미 치세요. 칠번을 보세요. 그다음에 써있는말이 둘 있어요. 한국에 있는 무궁화를 말할때 어느말을 쓰는지 바른말에 동그라미 치세요. 팔번을 보세요. 그다음에 써있는 말을 보세요. 그말에서 "에" 와 "의" 중 맞는말을 골라 동그라미 치세요. 구번을 보세요. 그다음에 써있는 말을 보세요. 그말에서 "에" 와 "의" 중 맞는 말을 골라 동그라미 치세요. 십번을 보세요. 그다음에 써있는 말을 보세요. 그말에서 "에" 와 "의" 중 맞는 말을 골라 동그라미 치세요.
D/4 그림과 맞는 문장 고르기	문장을 읽고 그 문장에 맞는 그림을 골라 봅시다. 십일번을 보세요.그다음에 있는 그림을 보세요. 그 그림과 맞는 문장을 골라 문장 앞에 있는 숫자에 동그라미 치세요. 십이번을 보세요. 그다음에 있는 그림을 보세요. 그 그림과 맞는 문장을 골라 문장 앞에 있는 숫자에 동그라미 치세요. 십삼번을 보세요. 그 다음에 있는 그림을 보세요. 그 그림과 맞는 문장을 골라 문장 앞에 있는 숫자에 동그라미 치세요. 십사번을 보세요. 그다음에 있는 그림을 보세요. 그 그림과 맞는 문장을 골라 문장 앞에 있는 숫자에 동그라미 치세요. 십오번을 보세요. 그 다음에 있는 그림을 보세요. 그 그림과 맞는 문장을 골라 문장 앞에 있는 숫자에 동그라미 치세요. 다음 페이지를 보세요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL THREE

E/5 하 햐 허 혀 호 효 후 휴 흐	짧은 이야기를 읽고 그 이야기의 중심이 되는 제목을 골라 봅시다. 일번을 보세요. 그 다음에 이야기와 제목이 셋 있어요. 이야기를 읽고 중심이 되는 제목에 동그라미 치세요. 이번을 보세요. 그 다음에 이야기와 제목이 셋 있어요. 이야기를 읽고 중심이 되는 제목에 동그라미 치세요. 삼번을 보세요. 그 다음에 이야기와 제목이 셋 있어요. 이야기를 읽고 중심이 되는 제목에 동그라미 치세요. 사번을 보세요. 그 다음에 이야기와 제목이 셋 있어요. 이야기를 읽고 중심이 되는 제목에 동그라미 치세요. 오번을 보세요. 그 다음에 이야기와 제목이 셋 있어요. 이야기를 읽고 중심이 되는 제목에 동그라미 치세요. 다음 페이지를 보세요.
F/3 [illegible] [illegible] [illegible] [illegible] [illegible]	내가 하는 이야기를 끝내는데 도와 주세요. 내가 이야기를 시작하면 적당한 말을 골라 내 이야기를 끝내세요. 일번을 보세요. 이야기를 들으세요. "철수의 생일날이었읍니다. 철수는 선물을 많이 받았읍니다." 철수는 이선물을 어떻게 했을까요. 이번을 보세요. 이야기를 들으세요. "영희의 할머니가 돈을 주셨읍니다. 영희는 그돈을 가지고 과자를 산다음 집에 도라 왔읍니다." 영희는 과자를 어떻게 했을까요. 삼번을 보세요. 이야기를 들으세요. "영수는 아저씨에게서 책을 한권 선사 받았읍니다. 옛날이야기 책 입니다." 영수는 이책을 어떻게 했을까요. 사번을 보세요. 이야기를 들으세요. "영희가 학교에서 막 돌아 왔읍니다. 그때 마침 우체부 아저씨를 만났읍니다. "영희야 너에게 편지 왔다." 아저씨, 고맙습니다." 영희는 어떻게 했을까요. 오번을 보세요. 이야기를 들어 보세요. "영수는 한국에서 왔읍니다. 영수와 톰은 좋은 친구입니다. 하루는 "너는 어느 나라에서 왔니?" 라고 톰이 물었읍니다. 영수는 톰이 자기에게 관심을 보여 주어서 기뻤읍니다." 영수는

무어라고 대답 했을까요.

MORE - K
DIRECTIONS FOR INVENTORY - LEVEL THREE

F/4

탐정놀이 이야기를 하겠어요. 이야기 실마리를 줄 테니 대답함으로서 그 문제를 푸세요.

육번을 보세요. 내가 하는 이야기 실마리를 들으세요.

> "호세는 스페인말만 할수 있어요. 호세가 처음 학교에 갔을때 학생들과 친구가 되고 싶었읍니다." 그학생들과 처음 만났을때 호세는 무엇을 했을까요. 맞는 말을 골라 그말 앞에 있는 숫자에 동그라미 치세요.

칠번을 보세요. 내가 하는 이야기 실마리를 들으세요.

> "영희는 기다리던 음악회에 가게 되었읍니다. 그런데 저녁을 먹은 다음 음악회에 가야 하는데, 시간이 많이 남아있지 않았읍니다."

영희는 무엇을 했을까요. 맞는 말을 그말 앞에 있는 숫자에 동그라미 치세요.

팔번을 보세요. 내가하는 이야기 실마리를 들으세요.

> "철수는 친구들과 같이 스케이트를 타러 가고 싶었읍니다. 그러나 철수는 스케이트가 없읍니다." 철수는 무엇을 했을까요. 맞는 말을

골라 그말 앞에 있는 숫자에 동그라미 치세요.

구번을 보세요. 내가하는 이야기 실마리를 들으세요.

> "고양이는 항상 쥐를 쫓기를 좋아 했읍니다. 하루는 쥐가 바로 고양이 앞을 지나가고 있었읍니다." 고양이는 무엇을 했을까요.
> 맞는 말을 골라 그말 앞에 있는 숫자에 동그라미 치세요.

십번을 보세요. 내가 하는 이야기 실마리를 들으세요.

> "영순이는 학교 음악회에서 독창 하도록 선생님으로 부터 선발 되었읍니다. 그러나 음악회전에 영순이는 병에 걸렸읍니다. 그러나 음악회는 해야 했읍니다."

선생님은 무엇을 했을까요. 맞는 말을 골라 그말 앞에 있는 숫자에 동그라미 치세요.

MORE - K
LEVEL THREE INVENTORY

Date:

A/10	1.	무 궁 화	1.	2.	3.
	2.	할 머 니	1.	2.	3.
	3.	학 교	1.	2.	3.
	4.	책	1.	2.	3.
	5.	선 생	1.	2.	3.
A/11	6.	닭	ㄹ	ㄱ	ㄷ
	7.	값	ㅂ	ㅅ	ㄱ
	8.	몫	ㄱ	ㅋ	ㅅ
	9.	돐	ㄹ	ㅅ	ㄷ
	10.	삶	ㄹ	ㅁ	ㅂ
A/11a	11.	젊 은 이	ㄹ	ㅁ	ㄷ
	12.	늙 은 이	ㄹ	ㄱ	ㅁ
	13.	짧 은	ㄹ	ㅂ	ㄱ
	14.	핥 아	ㅌ	ㄹ	ㄹㅌ
	15.	앉 아	ㅂ	ㄴ	ㅈ

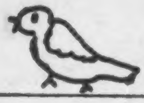
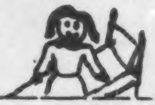
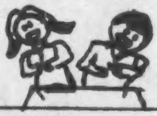
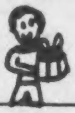
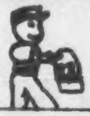
MORE - K
LEVEL THREE INVENTORY

A/13	1.		네	아니오	
	2.		네	아니오	
	3.		네	아니오	
	4.		네	아니오	
	5.		네	아니오	
B/9a	6.	젊은이	절은이	점은이	절므니
	7.	짧은	짭은	짤븐	짤은
	8.	앉아	안자	안아	아자
	9.	읽어	일어	일거	익어
	10.	없어	업어	업서	엇어
B/11	11.		ㅐ	ㅔ	ㅖ
	12.		ㅕ	ㅑ	ㅏ
	13.		ㅒ	ㅐ	ㅔ
	14.		ㅣ	ㅓ	ㅚ
	15.		ㅛ	ㅕ	ㅠ

MORE - K
LEVEL THREE INVENTORY

B/12a	1.		머거라	먹어라	
	2.		읽어라	일거라	
	3.		있읍니다	이씁니다	
	4.		넓은하늘	널븐하늘	
	5.		이러케	이렇게	
C/5a	6.	철수와 영희는 키가 큰데 철수는 영희보다 ( ).	더크다	가장크다	
	7.	겨울은 여름보다 낮이 ( ).	더짧아	가장짧아	
	8.	학생들이 공부를 다 잘하는데 철수는 더 잘하고 순희는 ( ).	더잘한다	가장잘한다	
	9.	영희는 꽃을 좋아 하는데 그중에도 장미꽃을 더 좋아하고 무궁화꽃은 ( ).	더좋아한다	가장좋아한다	
	10.	철수는 음악도 싫고 수학도 싫어하지만 수학은 ( ).	더싫어한다	가장싫어한다	
C/6	11.	가세요	가	시어요	시여요
	12.	요즈음	요	요즘	즈음
	13.	것이라고 한다	거란다	것	란다
	14.	왔대요	왔다	왔다고	하여요
	15.	주셨다	주	었다	시었다

MORE - K
LEVEL THREE INVENTORY

C/6a	1.	동생이 책을 ( ).	보신다 본다 보십니다
	2.	선생님이 ( ).	간다 가다 가십니다
	3.	철수가 지금 책을( )	읽다 읽으신다 읽고 있다
	4.	아버지가 출근( ).	가다 가셨아 갔다
	5.	할머니가 ( ).	잔다 자다 주무신다
C/7a	6.		동생의생일 동생에생일
	7.		한국에무궁화 한국의무궁화
	8.		아버지와어머니 (에.의)사랑은
	9.		미국사람(의,에) 키는 크다
	10.		나는 친구(에.의)책을 읽었다
D/4	11.		1.새가 날고 있읍니다. 2.새가 무엇을 먹고 있읍니다. 3.새가 서 있읍니다.
	12.		1.어린소녀가 침대안에서 자고 있읍니다. 2.어린소녀가 침대에서 일어나고 있읍니다. 3.어린소녀가 텔레비전을 보고 있읍니다.
	13.		1.두친구가 서로 이야기 하면서 웃고 있읍니다. 2.두친구가 서로 걸어가고 있읍니다. 3.두친구가 서로 책을 읽기시작하고 있읍니다.
	14.		1.어린소년이 선물을 열었읍니다. 2.어린소년이 선물을 가지고 갑니다. 3.어린소년이 선물을 보고 있읍니다.
	15.		1.우유배달부가 우유를 사고 있읍니다. 2.우유배달부가 우유를 배달하고 있읍니다. 3.우유배달부가 우유를 마시고 있읍니다.

MORE - K
LEVEL THREE INVENTORY

E/5	1.	눈이 하루종일 왔읍니다. 많은 사람들은 눈을 싫어했읍니다. 그러나 철수는 즐거웠읍니다. 철수는 새로 산 썰매를 탈수 있었기 때문입니다.	1. 눈사람 만들기 2. 즐거운 소년 3. 비오는 날
	2.	"나는 눈도, 코도, 귀도, 입도 없어요. 손도 발도 없지요. 내몸은 둥글어요. 그러나, 공처럼 둥근것은 아니지요. 나는 움직이지는 못하나, 죽은것은 아니어요. 그리고, 나를 좋아하는 사람들도 많지요. 나는 무엇일까요?" "달걀입니다."	1. 말놀이 2. 옛날 이야기 3. 수수께끼
	3.	"여보세요. 거기가 김선생님댁 이에요?" "예, 그런데요." "미안하지만 김선생님좀 바꾸어 주세요." "누구라고 말씀 드릴까요." "박창오 입니다."	1. 전화 2. 편지 3. 이야기
	4.	"지금 바깥날씨가 어때요." "몹시 추워요." "눈이 올까요." "글세요. 눈이 올것 같아요." "여기는 여름에는 몹시 덥지요." "예, 몹시 덥고 또 비가 많이 와요."	1. 눈과 비 2. 겨울과 여름 3. 날씨
	5.	영희와 철수가 말놀이를 합니다. 긴소리와 짧은소리의 말을 합니다. 말탄 순경 두분이 말을 하며 지나 갑니다. "내말은 참 좋은 말이야." "내말은 참 말도 잘들어."	1. 순경 2. 말 3. 말놀이

MORE - K
LEVEL THREE INVENTORY

F/3	1.		1. 철수는 선물을 얻었읍니다. 2. 철수는 선물을 주었읍니다. 3. 철수는 선물을 받지 않았읍니다.
	2.		1. 돈을 영희방에 두었읍니다. 2. 과자를 맛있게 먹었읍니다. 3. 과자를 버렸읍니다.
	3.		1. 책을 샀읍니다. 2. 책을 보았읍니다. 3. 책을 찾았읍니다.
	4.		1. 영희는 편지를 부쳤읍니다. 2. 영희는 편지를 받았읍니다. 3. 영희는 편지를 썼읍니다.
	5.		1. 중국에서 왔다고 대답 했읍니다. 2. 한국에서 왔다고 대답 했읍니다. 3. 미국에서 왔다고 대답 했읍니다.
F/4	6.		1. 영어로 "안녕"이라고 말했읍니다. 2. 스페인말로 "안녕"이라고 말했읍니다. 3. 아무말도 하지 않았읍니다.
	7.		1. 저녁을 천천히 먹었읍니다. 2. 저녁을 먹지 않았읍니다. 3. 저녁을 빨리 먹었읍니다.
	8.		1. 스케이트를 빌렸읍니다. 2. 스키를 빌렸읍니다. 3. 자전거를 빌렸읍니다.
	9.		1. 쥐를 피해서 딴곳으로 가버렸읍니다. 2. 고양이는 자기꼬리를 쫓았읍니다. 3. 쥐를 쫓았읍니다.
	10.		1. 선생님은 음악회를 취소 했읍니다. 2. 영순이 대신 딴학생을 선발 했읍니다. 3. 음악회 대신 공부를 했읍니다.

4. PRIMARY INDIVIDUAL PROFILE SHEET

Scoring Key + (0 - 1 error)
per Objective - (2 - 5 errors)

Student Name: ______________________________ Student Number: ______________________________

MORE __________ MORE __________

Grade One **Grade Two**

Publisher ______________ Publisher ______________

Teacher: School: Date: Teacher: School: Date:

	OBJECTIVES	Pre Test	Post Test		OBJECTIVES
A/1a	글자 맞추기			A/6a	첫 쌍자음 듣기
A/2	단어 맞추기			A/7a	쌍 받침 듣기
A/3a	끝음절 듣기			A/8a	길고 짧은소리 분간하기
A/4	첫자음 듣기			A/9a	길고 짧은 모음 읽히기
A/5	끝자음 듣기			B/7a	쌍 자음 읽히기
B/1a	한글이름 읽히기			B/7b	소리 안나는 "ㅇ" 찾기
B/2a	한글 읽히기			B/8a	쌍받침 읽히기
B/2b	음절 읽히기			C/2a	"을" 과 "를" 읽히기
B/3	첫자음 읽히기			C/3a	"은" 과 "는" 읽히기
B/4	끝자음 읽히기			/4	복합어 읽히기
B/5	첫자음 대치하기			D/2	그림과 맞는 문구 알아보기
B/6	끝자음 대치하기			D/3	문맥의 요점 사용하기
C/1a	바르게 세기 읽히기			E/3	구체적 사실 상기하기
C/1b	"이" 와 "가" 읽히기			E/4	사건들의 순서 상기하기
D/1	그림과 단어 맞추기			F/1	추리하기
E/1	지시사항 따르기			F/2	이야기 주인공의 동기와 감정 추리하기
E/2	같은종류 분간하기				

CLASS PROFILE SHEET - Grade One

Scoring Key + (0 - 1 error)
per Objective - (2 - 5 errors)

School Year__________

School______________________

Teacher_____________________

MORE Test______________

Publisher:______________

Class Names:	A/1a 글자 맞추기	A/2 단어 맞추기	A/3a 끝음절 듣기	A/4 첫자음 듣기	A/5 끝자음 듣기	B/1a 한글 이름 익히기	B/2a 한글 익히기	B/2b 음절 익히기	B/3 첫자음 익히기	B/4 끝자음 익히기	B/5 첫자음 대치하기	B/6 끝자음 대치하기	C/1a 바르게 세기 익히기	C/1b "이" 와 "우" 익히기	D/1 그림과 단어 맞추기	E/1 지시사항 따르기	E/2 같은종류 분간하기	Comments:
	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	

CLASS PROFILE SHEET - Grade Two

Scoring Key per Objective + (0 - 1 error) - (2 - 5 errors)

School Year__________

School______________________

Teacher______________________

MORE Test__________

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Publisher:

Class Names:	A/6a 첫 쌍자음 듣기	A/7a 쌍 받침 듣기	A/8a 길고 짧은소리 분간하기	A/9a 길고 짧은 모음 읽히기	B/7a 쌍 자음 읽히기	B/7b 소리 안나는 "ㅇ" 찾기	B/8a 쌍받침 읽히기	C/2a "을" 과 "를" 읽히기	C/3a "은" 과 "는" 읽히기	C/4 복합어 읽히기	D/2 그림과 맞는 문구 알아보기	D/3 문맥의 요점 사용하기	E/3 구체적 사실 상기하기	E/4 사건들의 순서 상기하기	F/1 추리하기	F/2 이야기 주인공의 동기와 감정 추리하기		Comments:
	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre	Post	

CLASS PROFILE SHEET - Grade Three

Scoring Key + (0 - 1 error)
per Objective - (2 - 5 errors)

School Year__________

School __________________

Teacher__________________.

MORE Test________

Publisher:

Class Names: (Last name first)	A/10 음절수 듣기	A/11 소리 안나는 받침 알아보기	A/11a 쌍받침 이어 읽기	A/13 이중모음 듣기	B/9a 쌍받침 익히기	B/11 이중모음 익히기	B/12a 철자형 맞추기	C/5a 비교부사의 확인	C/6 준말 익히기	C/6a 존댓말의 이해	C/7a 소유격 "의" 의 이해	D/4 그림과 맞는 문장 고르기	E/5 이야기의 중심점 파악	F/3 결과의 예측	F/4 논리적 결론 맺기	Comments:
	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	